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1926/27

Potsdam State Normal School

POTSDAM, NEW YORK

CATALOGUE, 1926-27

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1926

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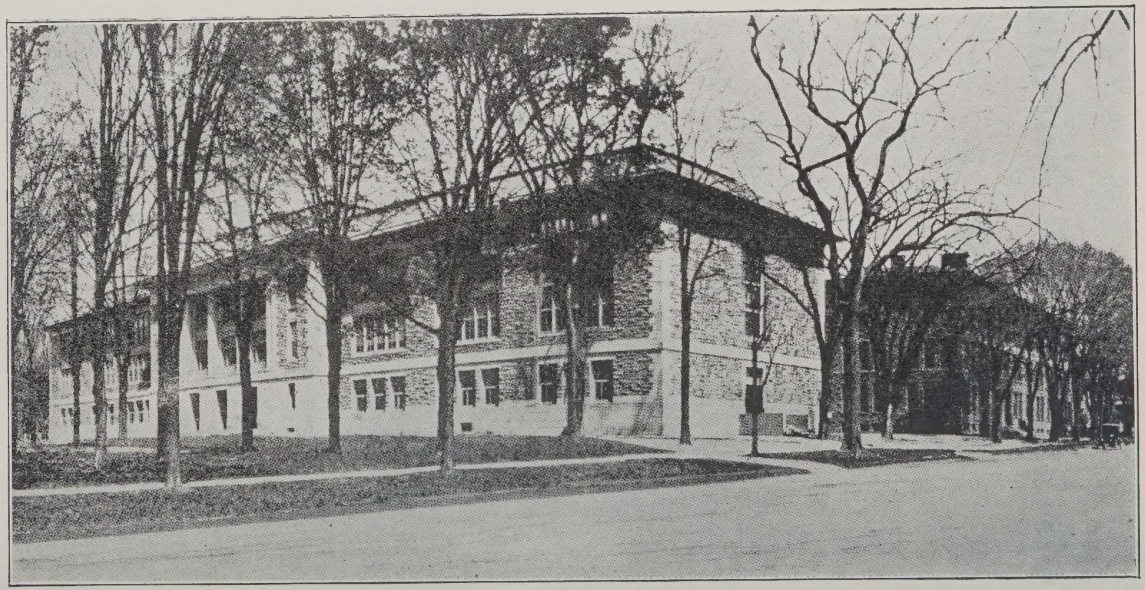

POTSDAM STATE NORMAL SCHOOL

SCHOOL CALENDAR

1926

Monday, February 1st, Second semester registration
Thursday, April 1st, Third quarter ends
Thursday, April 1st, Easter vacation begins, 4:00 P. M.
Monday, April 12th, Easter vacation ends, 8:30 A. M.
Monday, April 12th, Fourth quarter begins
Friday, May 28th, Senior Day
Monday, May 31st, Memorial Day, holiday
June 7–9th, Final examinations
June 11–15th, Commencement Week

Tuesday, July 6th, Registration, summer session
Wednesday, July 7th, Classes convene, summer session
(Classes will meet regularly, Saturday, July 10th)
Friday, August 13th, Summer session ends

1926–1927

Wednesday, September 8th, Registration
Thursday, September 9th, Classes convene, 1:00 P. M.
Tuesday, October 12th, Columbus Day, holiday
Friday, November 12th, First quarter ends
Monday, November 15th, Second quarter begins
Wednesday, November 24th, Thanksgiving vacation begins, 2:15 P. M.
Monday, November 29th, Thanksgiving vacation ends, 8:30 A. M.
Wednesday, December 22nd, Christmas vacation begins, 2:15 P. M.
Monday, January 3rd, Christmas vacation ends, 8:30 A. M.
January 17–19, Mid-year examinations
Friday, January 22nd, First semester ends
Tuesday, January 25th, Second semester registration
Wednesday, January 26th, Classes convene
Friday, April 1st, Third quarter ends
Monday, April 4th, Fourth quarter begins
Thursday, April 14th, Easter vacation begins, 2:15 P. M.
Monday, April 25th, Easter vacation ends, 8:30 A. M.
Friday, May 27th, Senior Day
Monday, May 30th, Memorial Day, holiday
June 6–9th, Final examinations
June 10–14th, Commencement Week

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

And years when terms expire

1934 CHESTER S. LORD, M.A., LL.D.....*Chancellor*, Brooklyn
1936 ADELBERT MOOT, LL.D.....*Vice Chancellor*, Buffalo
1927 ALBERT VANDER VEER, M.D., M.A., Ph.D., LL.D....Albany
1937 CHARLES B. ALEXANDER, M.A., LL.B., LL.D., Litt.D.Tuxedo
1928 WALTER GUEST KELLOGG, B.A., LL.D.....Ogdensburg
1932 JAMES BYRNE, B.A., LL.B., LL.D.....New York
1931 THOMAS J. MANGAN, M.A., LL.D.....Binghamton
1933 WILLIAM J. WALLIN, M.A.....Yonkers
1935 WILLIAM BONDY, M.A., LL.B., Ph.D., D.C.L....New York
1930 WILLIAM P. BAKER, B.L., Litt.D.....Syracuse
1929 ROBERT W. HIGBIE, M.A.....Jamaica
1926 ROLAND B. WOODWARD, B.A.....Rochester

President of the University and Commissioner of Education

FRANK P. GRAVES, Ph.D., Litt.D., L.H.D., LL.D.

Deputy Commissioner and Counsel

FRANK B. GILBERT, B.A., LL.D.

Assistant Commissioner and Director of Professional Education

AUGUSTUS S. DOWNING, M.A., Pd.D., L.H.D., LL.D.

Assistant Commissioner for Secondary Education

JAMES SULLIVAN, M.A., Ph.D.

Assistant Commissioner for Elementary Education

GEORGE M. WILEY, M.A., Pd.D., LL.D.

Assistant in Charge of Teacher Training

NED H. DEARBORN, M. A., Ph. D.

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MARY HALL KELLOGG.....Ogdensburg
KATHERINE L. PADDOCK.....Malone
HON. EDWARD A. EVERETT, LL.B.....Potsdam
HUGH A. GRANT, M.D., M.C.....Potsdam
GEORGE W. SISSON, JR.....Potsdam

THE FACULTY

RANDOLPH T. CONGDON.....*Principal*
Syracuse, B.A.; Harvard, M.A.; State College for Teachers, Pd.D.

Normal Department

ANNA P. DRAIME.....*Dean of Women; English*
Syracuse, Ph.B., M.A.

O. H. VOELKERL.....*Director of Training School*
Olivet College, A.B.; Columbia University, A.M.; Columbia Summer School (four sessions).

EDWARD W. FLAGG.....*Professor of English Emeritus*
Yale, B.A.; Yale, M.A.

WILHELMINA CALDWELL.....*Director of Kindergarten*
Graduate of Lucy Wheelock Kindergarten School; Summer sessions at Martha's Vineyard Institute; Hyanis Normal; Chautauqua; Teachers' College; Columbia University.

ARLINE DENISON.....*Supervisor of English*
Graduate Geneseo Normal School; New York State College for Teachers, B.S.; Michigan special courses; Rochester University Summer School; Yale, Columbia and Chautauqua courses.

MARION FORSYTHE.....*Supervisor of Geography*
Graduate Potsdam Normal School; Columbia University Summer School; Clark University Summer School and Home Study Courses.

MRS. NELLIE E. JORDAN.....*Supervisor of Arithmetic*
Graduate Plattsburg Normal School; Columbia University Summer School; Extension Courses, Chicago University and St. Lawrence University.

FRANCES L. LEITZELL.....*Supervisor of Reading*
New York State College for Teachers, Pd.B.; Columbia University Summer School.

JESSIE J. MCNALL.....*Supervisor of Nature Study, Biology*
Graduate Geneseo Normal; Michigan, B.A.; M.S.; Columbia University Summer School; Cornell University Summer School.

JESSICA C. REID.....*Supervisor of History*
Graduate Oneonta Normal School; Columbia University Summer School (five sessions).

BLANCHE R. SANFORD.....*Supervisor of Drawing*
Syracuse Normal Art and Design; Chautauqua Summer School (three sessions); New York University Summer School; Parson's School of Art, Paris, Summer School; Art Institute, Chicago, Summer School.

MARIE A. SCHUETTE.....*Supervisor of Music*
Oshkosh Normal; Crane Normal Institute of Music; Columbia, B.S., Supervisor's Diploma.

DWIGHT H. STEVENSON.....*Education*
Park College, A.B.; Ohio State University, M.A.; Ohio State University (two years).

JOHN W. MAXCY.....*Physical Director, Coach*
Graduate Peru State Normal School (coaching courses); McPherson College, B.A.; University of Texas (eight weeks course); University of Illinois (Summer coaching course); Columbia University Summer School (two sessions).

A. EVELYN ABEL.....*Librarian*
Syracuse, Ph.B.; New York State Library School.

ELLEN R. ANDERSON
Principal Primary and Intermediate Departments, Practice School.
Graduate Cortland Normal; Columbia Summer School (one session).

EUNICE LOUISE BADGER.....*Assistant Physical Director*
Illinois, B.A.; Cornell Summer School (three sessions); Columbia University Summer School (one session).

ETHEL S. BUSH.....*Health Teacher*
Graduate Oak Park Hospital, Chicago; post graduate Cook County Hospital, Chicago; graduate Illinois State Normal School; Columbia University, B.S.; Columbia Diploma in Health Education.

ADA B. COLBURN.....*Household Arts*
Graduate Oneonta Normal School; Teachers' College, Columbia University, B.S.; Columbia Summer School (two sessions).

MARTHA M. GRAEPER.....*Assistant in Kindergarten*
Syracuse, B.L.; Columbia, M.A.; Columbia Kindergarten Certificate.

MRS. HAZEL T. HATHAWAY.....*Drawing*
Syracuse, B.P.; Special Courses Columbia University.

HELEN M. HOSMER.....*Music*
Graduate Potsdam Normal School; Crane Normal Institute of Music; Cornell Public School Music Course; Private Lessons, Organ and Voice; Fontainebleau, France, School of Music.

MRS. SOPHIA F. JENNINGS.....*Supervisor of Penmanship*
State College for Teachers, B.A.; Pd.B.

LAURA LEHMAN.....*Music*
Graduate Crane Normal Institute of Music.

MRS. SARA S. PFEIFFER.....*Special Classes*
Auburn Training School; Vineland Training School; Oswego Normal Summer School (two sessions); Buffalo Normal Summer School; Cornell Summer School (one session).

CHARLES W. RODA.....*Manual Training*
Graduate Oswego Normal School; Oswego Summer School (two sessions).

SUSAN A. ROSE.....*Oral Expression*
Elmira, B.A.; Cornell (special work); University of Vermont; School of English Speech and Expression; Out-Door Players; Martin Institute of Speech Correction; Rice Summer School (one session).

ERVA E. SKINNER.....*Assistant Supervisor of Music*
Graduate Crane Normal Institute; postgraduate work Crane Institute.

MRS. BERNICE R. VAN HOUSEN.....*Special Classes*
Graduate Special Music Course Geneseo Normal School; Graduate Geneseo Normal School; Columbia Summer School; Chautauqua Summer School (four sessions).

DUKE WEBB YOUNG.....*Education*
Georgetown College, B.A.; Columbia University, M.A.

Senior and Junior High Schools

HENRY J. ACKERMAN.....*Principal Senior High School, Latin*
Syracuse, A.B.; New York University, A.M.; College of City of New York (two years); Harvard Summer School (one session).

CHARLES R. VAN HOUSEN....*Principal Junior High School; Latin*
Graduate Geneseo Normal School; Columbia University Summer School; Chautauqua Summer School (three sessions).

RUTH B. ATEN.....*English; Girls Advisor*
Wisconsin two years; University of Chicago, Ph.B.; Columbia Summer School.

E. HAROLD COLE.....*Science*
St. Lawrence University, B.S.; Columbia University Summer School.

ELLEN C. CAREY.....*Algebra*
Graduate Oneonta Normal School; Columbia University Summer School.

LILLIAN M. REICHARD.....*English*
State College for Teachers, B.A.; Columbia University Summer School.

ALLEN N. ROBERTS.....*Science*
Graduate Potsdam Normal School; Cornell Summer School (two sessions).

ANNIE M. MCPHEE.....*Mathematics*
University of Maine, B.A.; M. I. T. Summer School.

DORRIS I. STILES.....*English*
Graduate Potsdam Normal School; Columbia Summer School (three sessions).

JULIE T. WALLING.....*History*
Graduate Potsdam Normal School; New York University (one year); Columbia Summer School (two sessions).

MILLIE L. WILLIAMS.....*French*
Wellesley, B.A.; Université de Dijon Summer Session; La Sorbonne Summer Session.

Model School

MABEL J. COUSINS.....*Principal*
Graduate Potsdam Normal School; St. Lawrence University Summer School.

MRS. ROSE T. BARNETT.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School.

MRS. ANNA H. BISHOP.....*Model Teacher*
Graduate New York State College for Teachers; St. Lawrence University Summer School.

CLARA L. CLARK.....*Model Teacher*
Graduate Potsdam Normal School; Oswego Normal School.

ETHEL M. FRENCH.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School; St. Lawrence University Summer School.

GRACE M. FRENCH.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School; St. Lawrence University Summer School.

JENNIE C. JOHNSON.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School (two sessions).

MRS. IVAH B. VOELKER.....*Model Teacher*
Graduate Michigan State Normal College; Columbia Summer School (two sessions).

AGNES L. WARWICK.....*Secretary*
RUTH E. LETSON.....*Stenographer*
JOHN FOSTER.....*Superintendent Buildings and Grounds*
DR. R. J. REYNOLDS.....*School Physician*

FOREWORD

Potsdam Normal School seeks to enroll only those who believe that they have a real interest in teaching. For such young people, there is afforded an opportunity to enter a field of work which offers returns fully commensurate with those to be obtained in any form of life work. It should be understood that the financial returns, although these average well in comparison with those in any other field of activity, are, for the best type of teacher, by no means the only consideration. There is also the conviction that teaching is one of the highest forms of service both to the children in the classroom and to our country, for every passing year renders it more evident that Education must indeed continue to be the foundation of our government. Other returns, intangible but none the less actual, are the friendship which exists between any good teacher and her children, and the interest in teaching as a profession, in which a growing body of technical knowledge is skillfully used to produce foreseen results.

The idea that anybody can teach merely because he knows the material that is to be presented is a mistaken one; so also is the notion that "the teacher is born and not made," although, of course, some are by nature better adapted to teaching than are others. Good teaching methods require an understanding of the laws of thought, a knowledge of how children and young people develop, and of what their abilities, interests, likes and dislikes are as they pass from one stage of growth to another. This field of study is very important, yet it is only one part of a large and steadily growing body of knowledge which is more and more making teaching a definite, understood process, rather than a matter of chance and trial and dogged repetition. It is largely because of this development that teacher-training institutions the country over are crowded as never before, although they are lengthening their courses; and that ten teachers in service are attending summer schools, where one did a short time ago. This growing professional knowledge and point of view tends to make the work of the teacher absorbing, stimulating, and inspiring.

Potsdam Normal School welcomes those who come with thoughtful purpose to enter a trûly great profession; who expect to give themselves fully to their work, and to receive generous returns in money, friendships, and the joy which always comes from work well done.

GENERAL INFORMATION

Location

Potsdam, the site of the Potsdam State Normal School, is an attractive village of beautiful homes and broad streets shaded by elm trees: it has about five thousand inhabitants, and is located in St. Lawrence County near the northwestern foothills of the Adirondack Mountains. It is reached by a branch of the New York Central Railroad, and by excellent State roads which lead in all directions to the mountains, to the St. Lawrence River and to the villages and cities of northern New York. There are located in Potsdam not only the Normal School, but also the Crane Normal Institute of Music, the Hawthorne Piano Forte School and the Clarkson College of Technology. The quiet but beautiful environment, and the interest and respect for schools characteristic of the community, make Potsdam an ideal school town.

Building and Equipment

Potsdam Normal School occupies a large building the greater part of which is of new construction. Exclusive of the offices, of the large auditorium, and of the gymnasium with adjoining rooms, the building contains seventy rooms used for purposes of instruction. It is attractive and spacious, and exemplifies the best thought in school architecture. The equipment throughout is in keeping with the building. A special feature is the large organ, one of the largest in northern New York, which is installed in the auditorium. The old wing of the building has been thoroughly remodeled, renovated and newly equipped. The three village schools of Potsdam are organized as part of the Normal School and their teachers are members of the Normal faculty. The Normal Department and Practice school, including the High School, are located in the main building; the Model Schools are in the grade buildings.

Entrance Requirements

1. A candidate for entrance must be at least sixteen years of age.
2. Each candidate must present a certificate from a registered physician showing that he or she is physically capable of performing the duties required of a teacher. A blank for the use of the physician who makes the examination may be had upon request.
3. Candidates must have completed a four-year high-school course approved by the State Education Department.

An approved course for admission to the Potsdam Normal School may be certified by either a Regents academic diploma or a local high school diploma and must include the following requirements: English 4 years, Science 2 years, Mathematics 2 years, History 1

year, and beginning September 1, 1928, 2 years of a foreign language together with sufficient electives to complete the full 4 years requirement aggregating 72 counts or its equivalent. Such credentials must be accompanied by a complete statement from the secondary school principal showing all subjects completed and scholarship records received during the high school course.

4. A candidate for entrance should write for an application blank. This blank is to be filled out by the applicant, signed by the principal of the high school where the academic work was completed, and by the superintendent or district superintendent under whose jurisdiction the high school is conducted, and then returned to the Normal School. Each application must be approved first by the Principal of the Potsdam Normal School and finally by the State Commissioner of Education before the candidate is accepted for entrance. The candidate will be duly informed regarding the action on his application.

5. Training-class licenses, official transcripts of work completed in other institutions, or credentials of any kind which are offered for advanced standing, should be sent with the application, as credit can not be allowed unless there is submitted an official credential covering the work for which credit is claimed.

6. *Entering students are urged to have entrance blanks and any other credentials which may be offered, fully and correctly filled out and in the hands of the Principal not later than August 1st. Although blanks received after this date will be given as prompt attention as possible, applicants can not be assured that definite decision regarding admission will be made before the date of opening of the fall term.*

7. *All students are requested to be present on the opening day of School. Those not present when the School opens will be admitted only by special permission of the Principal.*

8. As explained elsewhere, the first year of the course is alike for all students. During this year a decision is reached regarding the grades, (kindergarten-primary, intermediate, or junior high school), for which special preparation will be made during the second and third years. Final admission to the kindergarten-primary course will be in part dependent upon the possession of an acceptable singing voice and admission to the kindergarten work will be in part dependent upon the possession of an acceptable singing voice and acceptable ability to play the piano. Exceptional ability as a singer or as a pianist are not required.

Tuition

No tuition is charged to residents of New York State. Residents of other states are admitted by special appointment, but are required to pay in advance tuition of $50.00 for each half year.

Advanced Normal Credit

Students who have completed at summer sessions of any New York State normal school, courses equivalent to those given during

"A TALE OF OLD JAPAN"

Twelve principal parts; one hundred in chorus; thirty in orchestra. Scenario, stage-fittings, scenery, lighting effects produced in the school.

the regular school year will be given credit for these courses, if such students become candidates for a Normal diploma.

High school graduates will be allowed advanced credit on the following basis:

Training class certificate and one year of successful teaching, one year.

State life certificate and five years successful teaching, one year.

First grade certificate and five years' successful teaching, one-half year.

Rural renewable certificate and five years' successful teaching, one-half year.

Credit will be allowed for successful teaching experience on the following basis. The candidate must have taught five years. Not more than four years of this teaching can be credited toward advanced standing and not more than five semester hours credit will be allowed for one year's teaching. An applicant may be granted a total of twenty hours credit. This credit will not be allowed simply because a candidate has taught five years. The applicant must demonstrate his ability as a teacher to the satisfaction of the Normal School. In most cases a part but not all of the twenty hours credit will be allowed. No estimate of the amount of credit to be granted will be made until the candidate has demonstrated his ability by teaching for at least one quarter in the Practice School.

College Credit for Normal Work

The work done in New York State normal schools is generally recognized in colleges and universities offering professional courses leading to a degree in the field of Education. The amount of credit varies in different institutions. Credit is allowed for the first two years of the course in many strong colleges, and for the full three years course in some colleges.

Validity of Diploma

The diploma of graduation from the Potsdam Normal School constitutes a life license to teach in any public school in the State, and in any grade from the kindergarten through the eighth year after the kindergarten. As is explained more fully in subsequent pages, the course is planned so that each student makes special preparation for kindergarten-primary, intermediate, or junior high school teaching, but the diploma does not restrict its holder to any one of these fields of teaching. Graduates who specialize in any phase of junior high-school work as English, general science, etc., will be licensed also to teach that subject in the ninth grade.

The special music diploma permits its holder to teach grade subjects, and music in grades and high school; and the special drawing diploma is a license to teach drawing in the grades of any school, and in high schools outside of villages and cities large enough to employ superintendents of schools.

Length of Course

All courses are three years in length. However, upon the completion of the first two years of any course, the student may upon request receive a credential which will permit him to teach three years before the third year's work is completed. If twelve hours work selected from the course of study for the third year is completed by the expiration of the third year of teaching, the student may teach two years more. At the expiration of this period, the temporary credential will lapse until the third year's work has been completed. If necessary, half of the third year's work may be completed in summer sessions.

Demand for Teachers

There has never been as great a demand for well-prepared teachers as during the last few years. The salaries paid during this period have been much larger than in preceding years. Although the upward trend in teachers' salaries has probably reached its highest point for the present, there is no reason to expect any decrease in the average salaries now paid. The reason for this substantial increase is fundamentally a growing realization throughout the country of the need of better schools and better teaching. There is, too, a general awakening to the fact that school officials must compete with industrial and commercial employers if they are to secure satisfactory teachers. The present is an opportune time for beginning a Normal School course.

While the school does not guarantee to secure positions for all of its graduates, no competent teacher need be without a position. The beginning salaries of inexperienced graduates during the last few years have ranged from $1,000 to $1,450, averaging about $1,200. Students with successful teaching experience before entering Normal have received larger salaries than those named.

Living Accommodations and Expenses

The students live in various homes throughout the village which are registered with the school and form the approved list. The matrons in these homes co-operate with the school authorities in giving the students a congenial home life and in governing their social interests. Prospective students are required to make arrangements for rooms through the office, so that no confusion may result from renting rooms not on the approved list. This is done in the interest of the students and of the town people who register with the school. A list of approved boarding and rooming places will be mailed upon request.

The majority of the students enrolled in Potsdam Normal School in January, 1926, furnished information regarding (1) the cost of room-rent (2) the cost of board and (3) the amount of other necessary school expenses, exclusive of the cost of clothing and of travel. The written statements thus secured were divided into three numerically equal groups representing least expenditure, average ex-

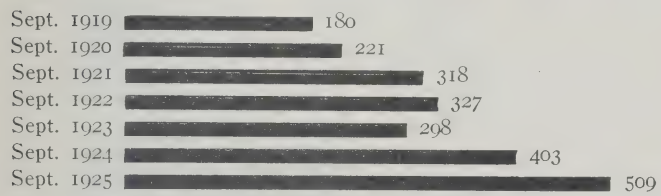
penditure, and greatest expenditure. Except in the one instance noted and explained below the sums given in the following table represent the average expenditure in the entire group for the purpose mentioned. About 100 students boarded themselves and about 30 earned board and room by housework.

LIVING EXPENSES FOR SCHOOL YEAR EXCLUSIVE OF COST OF CLOTHING AND TRAVEL

	Low	Medium	High
Room	$68 64	$78 00	$94 77
Board	*117 00	242 97	273 39
Other necessary school expenses	23 80	46 13	89 65
	$209 44	$367 10	$457 81

* Average cost of board to students who boarded themselves.

ENROLLMENT



As indicated in the preceding diagram the registration of Potsdam Normal School has increased from 180 to 509 during the last seven years. The total enrollment for the school year 1925-6 will probably be three times as great as that in September, 1919. The decrease in September, 1923 was due to the fact that the first class to begin the three-year course entered at that time. Summer school registration has grown from 153 to 424 in five years. The total enrollment for the year beginning July 1, 1925, counting but once those registered in both the summer and the regular session will run above nine hundred.

THE STUDENT COUNCIL

SCHOOL LIFE

Potsdam Normal School has never been merely an institution for turning out well-prepared teachers. It has always been a very human school. The great majority of Potsdam students enjoy their school life, leave at graduation with real regret and look back with grateful and happy memories. The faculty, and the students through the Student Council, definitely and earnestly attempt to guide the affairs of the School so that it will minister to the various needs of its students.

Potsdam requires high standards of scholarship but it does not believe that study constitutes the whole of school life. It seeks the development of vigorous bodies as far as may be through outdoor activities; by fostering the growth of student societies and fraternities it encourages the forming of the school friendships which so often are life long; it broadens the mental horizon by providing strong speakers, interesting entertainments and good music and by encouraging the formation of clubs devoted to special interests such as the Dramatic Club, the Camera Club, the Art Club, etc. It co-operates actively with churches of all denominations in meeting the religious needs of its students.

Social Life

It is the aim of the faculty to make school life in Potsdam such that it will be remembered as one of the happiest periods in the experience of those who attend the Normal. With this in view, the faculty co-operate with the student body in planning their social activities and creating a natural home-like atmosphere. It is felt that this is in reality a vital part of the school life, as the students—prospective teachers—are to go out into communities where they themselves become leaders in the life of their own schools. In addition to this more thoughtful phase of the social life, there is the belief that pure, wholesome fun makes better students.

There are certain social events which have become established parts of the school life. On the opening night of the school year, the seniors plan a Big Sister Party when the incoming students are welcomed. The Hallowe'en Masquerade, a time honored custom of the school; banquets and parties given by the classes and societies; the Saturday afternoon At Homes when the school keeps open house for all its students; Senior Day in the late spring; and finally, festivities of commencement, are among the interesting good times planned for and by the student body. Frequently, throughout the year formal, informal, or tea dances are given in the gymnasium by various school organizations. These are always chaperoned by members of the faculty. The class activities, such as Junior Week, Senior Week, the annual class banquets, dances, assembly programs, inter-class contests et cetera, are all sources of much interest and

enjoyment. These social events, together with opportunity for out of door sports which Potsdam's location affords, help to make student life attractive.

Students are fortunate, also, in the associations formed through their church affiliations, where the townspeople are most cordial in their relations to students. In fact those who do not enter into church activities deprive themselves of many happy times throughout their school course.

For some years the Big Sister plan has been in operation. An upper-classman is assigned to each entering student, to meet her when she reaches Potsdam, help her get started in her work and advise with her as the year goes on and new questions arise. There is a cordial relation between teachers and students. Teachers are readily accessible to students and are glad to see them about their School work or other interests. The Principal of the School is always ready to confer and advise with students. The principal duty of the Dean of Women is to look after the interests of individual students in their personal and school relations.

School Government

Student participation in the government of the School is secured through the Student Council, a body consisting of eight members, four seniors and three juniors, who are elected by their respective classes, and of the Dean of Women who acts in an advisory capacity without the power of voting. The Student Council administers the Freshmen Rules and has other important functions in the life of the School.

It is the policy of the school to allow its students the greatest freedom possible, since such freedom leads to the development of a stronger personality in the individual student. From experience, however, it has been found that there are certain regulations which are for the best interests of the members of the school.

Among these regulations the following are important:

1. Students are to spend the evenings of school days in study at their rooming places, unless special permission is granted.
2. Hours for week-end activities extend to 11:30 for informal affairs and 1 o'clock for formal functions.
3. All parties attended by students must be chaperoned.
4. Students desiring to leave town during the school term are allowed to do so only upon permission.

Health and Out-Door Recreation

The development of sound bodies is one of the chief objectives of school work and school life at Potsdam. Everything within the power of the Principal and faculty is done to encourage and promote proper habits of living. Opportunities are afforded to secure outdoor exercise throughout the year.

The Hikers' Club conducts two hikes or tramps each week the year through. In addition to this there are "bacon-bats," "corn-roasts," and afternoon tramps to some country hotel or some farm-house where there is supper and a good time followed by a ride

back to Potsdam by automobile or sleigh. Occasionally a week-end is spent in camp at some of the near-by beautiful spots in the mountains or on lake or river. The Hikers' Club has purchased a considerable number of toboggans and skiis which are used on a hill-side five minutes' walk from the School where nature has provided an ideal natural slide. A safe and convenient skating rink is available during the winter months.

Basket-ball is a favorite sport. Class teams are organized and the competition runs high. The school basket-ball team plays a series of games each season throughout northern New York. The enthusiasm, good-natured rivalry, the class or school yells and the singing in connection with basket-ball games make them very enjoyable occasions.

Health Education is planned with two objects in view: (1) To help each student to secure and maintain the highest degree of physical vigor attainable in his case, to the end that he may secure the greatest possible returns from both his work and his play; (2) to prepare students to conduct the work in physical training and health education in their own class rooms later on. So far as possible the formal physical training is by means of games which make the gymnasium work a real pleasure instead of a dull grind.

Each student upon entering the Normal School is required to have a thorough medical examination. Where necessary, treatment is suggested or required. During the time spent at school, students are under careful observation and are given prompt attention if there are indications of illness. The health teacher visits in their rooms students who are detained from school by illness, and makes sure that they are having proper care. Both for their own good and for the sake of their future usefulness to the State, the Normal School will not enroll students who are physically unfit to become teachers.

School Societies

There are in the School two literary societies, Alpha and Calliopean, and two sororities, Pi Delta Sigma and Phi Kappa Gamma. These four organizations have regular meetings and carry out definite programs of study. Another and fully as important an object is that of fostering pleasant social relations and friendships. The bringing together of groups of congenial individuals, engaged in the same activities and living much the same lives is bound to result in the formation of lasting friendships—certainly one of the most valuable results of school life. New members join these organizations by invitation after having been elected.

There is also a group of School organizations which are open to any who wish to meet the conditions of membership. These conditions are the faithful performance of the activities for which the organizations exist.

The Dramatic Society, as the name indicates, has the study of the drama and play production as its object. There are weekly meetings. Several short plays and one or more long plays are presented each year.

A GROUP OF HIKERS READY FOR A TRAMP

The Young Woman's Christian Association is a large and active organization. It enrolls more than one hundred members. Devotional topics and topics of world interest are discussed or debated at the general meetings. The "Y. W." sent ten delegates to the last Silver Bay Conference, and a representative to the recent World Court Conference at Princeton University.

The Camera Club enrolls a number of amateur photographers. The activities of this club include the study and practice of the art of photography. Pictures of many kinds are taken. An annual exhibit is held in the spring.

The Art Club meets weekly for the purpose of planning and working out ideas in arts and handicrafts. The membership is limited to students where class work shows special ability in this field. There is an annual exhibit.

School Entertainments

As a part of the regular life of the school, definitely planned for the three-fold purpose of affording wholesome amusement, of broadening the students' outlook on life, and of inspiring them to the formation of worthy ideals of living, there is given in the school auditorium each year a series of lectures and entertainments of various kinds. "The Amelia Morey Fund" provides an income which brings several strong speakers to Potsdam each year without cost to the students. When there is an admission charge to students, it is much lower than is usually charged, and is set at an amount which will barely pay the expenses of the entertainment.

The lectures and entertainments listed below have been given in the School recently and are typical of those presented from year to year.

Lectures

Hon. Josephus Daniels	"The Challenge of Peace"
Mr. Vilhjalmur Stefansson	"The Friendly Arctic"
Dr. Willard T. Grenfell	"Talk on his work in Labrador"
Dr. A. E. Winship	"Our Unit of Thought"
Col. Philip A. Moore	"Wild Animals at Home"

Musical Entertainments

The Rhondda Welsh Male Singers	
Comic Opera "Il Figaro"	By the Hinshaw Company
Jacobbinof	Concert violinist

Entertainments by Students

"The Charm School"	Normal Dramatic Club
"The Mikado"	By School Music Organizations
"The Tale of Old Japan"	See page 12
Concerts and Recitals	The Organ, The Special Music Department, The Orchestras, The Choruses.

Music a Part of School Life

Music of all kinds is a big element in school-life at Potsdam. Singing in the morning assemblies in the auditorium, the inspiring music of the thirty piece first orchestra at the assemblies and school

functions, membership in some one of several orchestras or the band, membership in one of the glee-clubs, the enjoyment of frequent concerts and recitals, two or three at least each year by artists of high-rank from outside the school—all of these create a musical atmosphere. There has not been a year for some time past, that at least one or two, usually several, singers from the Metropolitan Opera Company of New York have not sung at the Normal. There are always several superior singers and players among the student body. The musical advantages offered at Potsdam are superior to those in many institutions of much larger enrollment.

A chorus numbering about one hundred members is sustained by the school. Membership is attained through the completion of certain voice and sight reading requirements, but may be gained through examinations which prove one's ability to do the work undertaken by the club. At the music festival given annually there is usually performed some work like "The Mikado," "A Tale of Old Japan" or "Faust." The chorus is accompanied by the Normal orchestra and aided by soloists of note. A chorus of young women from the Special Music Course, and one from the Crane Institute are always under training.

An orchestra numbering about thirty pieces is a permanent feature of the school. To this all students who play any orchestral instrument sufficiently well, are welcomed. A number of instruments is available for practice and use in the orchestra and they are given out to such students as desire to devote time and faithful practice to the work. Students who enter the school with sufficient skill are permitted to play in the first orchestra. A second and a third orchestra and a school band are also maintained.

Vocal lessons and instruction on any orchestral or band instrument by skillful teachers, may be had at very moderate rates. Opportunities for ensemble playing are also provided.

The new four manual organ has made it possible to maintain a series of organ recitals by the resident organist. These have been attended by large and enthusiastic audiences and have given the school and the public musical advantages rarely available outside of the large cities. Instruction in pipe organ playing is available under a teacher of high rank.

The piano department is so well established that it has the dignity of a piano school in which students may pursue a four years' course and from which they may be graduated as piano teachers and concert artists. For particulars write for circular of the Hawthorne Piano-Forte School.

ON A WEEK-END HIKE

HALLOWEEN COSTUMES

ORGANIZATION AND COURSE OF STUDY

Organization

The Potsdam Normal and Training School includes three departments, as follows:

The Normal department for the training of students in the theory of teaching and in the science of education.

The Practice School consisting of kindergarten, primary, intermediate, junior high school and senior high school departments, where students are trained in the art of teaching.

Model Schools in which opportunity is given for the required observation of teaching.

Summer School

A Summer School of six weeks is an established part of the work of the school. Nearly all courses offered during the regular school year may be pursued at the Summer School. There is, however, no opportunity for practice teaching during the summer session. In general the successful completion of the work of one summer session gives credit equivalent to that earned in one-fifth of a school year. Students may complete a considerable part of the three year Normal course at summer sessions. A special Summer School Bulletin is printed each spring and will be mailed upon request.

Courses of Study

Three courses of study are offered, the Elementary Teachers Course, including what has been called in the past the Kindergarten-Primary Course, the Special Music Course and the Special Drawing Course. The two courses last mentioned may be combined in a Special Music and Drawing Course.

The curriculum and outlines of the subjects included in the curriculum may be found in the following pages.

All students taking the Elementary Teachers Course pursue the same subjects during the first year, and make special preparation during the second and third years to teach in the kindergarten and the first three grades, *or* in grades four, five and six, *or* in grades seven, eight and nine. The diploma received upon the completion of the course is a life license to teach in the kindergarten or in any grade of any elementary school in the State.

The Special Music Course is planned to meet the needs of schools where instruction in music does not require the full time of the teacher, and schools in which departmental teachers are employed. This is a three year course leading to a regular Normal diploma, but one in which the student majors in music by making substitutions which result in an average of about two periods of

music per day, throughout the course. Graduates of this course secure positions as departmental teachers of music or of music and some other subject, or as assistants to music supervisors, or have charge of music in small schools. A list of the subjects included in this course, and an outline of the content of each of these subjects will be found on pages 23 and 40.

The Special Drawing Course is similar in general purpose to the Special Music Course. A list of the subjects contained in this course and an outline of the content of these subjects will be found on pages 23 and 42.

The Special Music and Drawing Course combines the Special Music and Drawing Courses by including the music and drawing in these two courses and adding a sufficient number of fundamental general subjects to make a total of one hundred and twenty hours for the three years' course.

Election of Special Subjects. Students so desiring may specialize during their third year and to some extent during their second year in subjects in which they are particularly interested. This may be done by means of special teaching assignments, by the election of special subjects, or by both such teaching and such election of courses. In addition to the fundamental subjects regularly taught in the grades, there are available for election music, drawing, handwork, manual-training, printing, physical training, and special-class teaching. The School affords abundant equipment and opportunity for special work in each of these fields.

Principles of Organization of Courses

The Elementary Teachers Course and the Special Music and Drawing Courses include (1) the study of the principles of education, of methods in elementary school subjects and of background courses designed to broaden the student's general knowledge of the subjects he is to teach; (2) the observation of model teaching, and (3) the application in the Practice School of the principles studied in the Normal class rooms and observed in the model classes. The psychology taught in the first year is the nucleus of the work of the three years.

The effectiveness of the Normal training is measured by the efficiency shown in practice teaching. The practice teaching is second in importance to no other part of the course. In the Practice School are tested the practical values of the principles and methods presented in the Normal class rooms. The work required of student teachers in the Practice School embraces class instruction, supervision of study periods, class organization and discipline under the immediate oversight of skilled supervisors. This experience reveals the elements of strength and weakness in each student-teacher and makes possible the correction of faults and the establishment and strengthening of good qualities.

CURRICULA OF POTSDAM NORMAL SCHOOL

ELEMENTARY TEACHERS COURSE

Courses for Kindergarten-Primary, Intermediate and Junior High School are identical the first year. Differentiation begins the second year.

First Semester		Second Semester	
Essentials of English I	3	Essentials of English II	3
Health Education	2	Health Education	2
Arithmetic	4	General Geography	3
European History	3	Penmanship	2
Intro. to Teaching	2	Music	3
Drawing	3	Psychology	3
Music	2	English Literature	3
Observation	1	Observation	1
	20		20

Kindergarten-Primary (1, 2, 3) Third Semester		Intermediate (4, 5, 6) Third Semester		Junior High (7, 8, 9) Third Semester	
Primary Reading	3	Drawing	3	Drawing	3
Health Education	3	Health Education	3	Health Education	3
Kindergarten Theory	3	Geography	3	Geography	3
Music	2	Music	2	Music	3
Nature Study	2	Nat. Study & Ele. Science	3	Nat. Study & Ele. Science	2
Handwork	4	History	3	History	3
Songs and Games	3	Technique of Teaching	3	Technique of Teaching	3
	20		20		20
Fourth Semester		**Fourth Semester**		**Fourth Semester**	
Kindergarten Theory	3	Music Appreciation	2	Music Appreciation	2
Music Appreciation	2	Industrial Arts	3	Physical Tr. & Games	3
Industrial Arts	3	Physical Tr. & Games	3	Health	2
Health	2	Health	2	Elec. in J. H. S. field	3
Practice Teaching	10	Practice Teaching	10	Practice Teaching	10
	20		20		20
Fifth Semester		**Fifth Semester**		**Fifth Semester**	
Library	2	Library	2	Library	2
Reading Methods	3	Reading Methods	3	Elective	6
Participation	5	Participation	5	Economics	3
Conference	1	Conference	1	Participation	5
Elective	3	Elective	6	Conference	1
History of Education	3	History of Education	3	History of Education	3
Technique of Teaching	3				
	20		20		20
Sixth Semester		**Sixth Semester**		**Sixth Semester**	
Observ. & Practice Teach	3	Observ. & Practice Teach	3	Observ. & Practice Teach	3
Children's Lit	3	Prin. of Education	3	J. H. S. English	3
Conferences	2	Conferences	2	Conferences	2
Prin. of Education	3	Penmanship	2	Prin. of Education	3
Handwork	2	Reading & Juv. Lit	3	Penmanship	2
Tests and Scales	2	Tests and Scales	2	Tests and Scales	2
Sociology	2	Sociology	2	Sociology	2
Specialized Psychology	3	Specialized Psychology	3	Specialized Psychology	3
	20		20		20

Electives — General Science 3, Cooking 2, Sewing 2, Nutrition 2, Wood Working 2, Printing 2, Special Class Method 3, Speech Improvement 2, J. H. S. Administration 3, J. H. S. Mathematics 3, Crafts Work 3, School Journalism 3, Play Production 3.

SPECIAL MUSIC COURSE

General Subjects

First Year

Introduction to Teaching	2	
Psychology	3	
English 1 and 2	6	
Penmanship	2	
Reading	3	
Arithmetic	4	
Health Education	4	
		24

Second Year

Drawing I and II	6	
Geography Methods	3	
History Methods	3	
Health Education	3	
School Technique	3	
Teaching	5	
		23

Third Year

Principles of Education	3	
Literature	3	
Nature Methods	3	
Health Education	3	
Electives	9	
Teaching	3	
		24
		71

Special Music

First Year

Sight Singing	6	
Chorus	2	
Notation	2	
Theory	2	
Methods	2	
Rote Song	1	
Observation	1	
		16

Second Year

Sight Singing	6	
Chorus	2	
Melody Writing	3	
Music Appreciation	2	
Teaching	5	
		18

Third Year

Sight Singing	6	
Chorus	2	
Harmonic Analysis	3	
Elementary Harmony	1	
Music Appreciation	2	
Teaching	3	
		17
		51

SPECIAL DRAWING COURSE

General Subjects

First Year

Introduction to Teaching	2	
Psychology	3	
English I & II	6	
Music I & II	5	
Arithmetic	4	
Health	4	
		24

Second Year

Penmanship	2	
Reading Methods	3	
Geography Methods	3	
History Methods	3	
Health	3	
Music III	2	
Teaching	5	
		21

Third Year

Principles of Education	3	
School Technique	3	
Literature	3	
Nature	3	
Health	3	
Elective	9	
Teaching	3	
		27
		72

Special Drawing

First Year

Design Drawing	5	
Drawing Methods I	3	
Drawing Methods II	3	
Free Hand Drawing	5	
		16

Second Year

Adv'ced Free Hand Drawing.	5	
Mechanical Drawing	5	
Crafts Work	3	
Practice Teaching	5	
		18

Third Year

History of Architecture, Painting and Sculpture accompanied by practical application of principles studied.	5	
Interior Decoration and Costume Design with preliminary study of History of Period Furniture	5	
Practice Teaching	3	
		13
		47

The SPECIAL MUSIC AND DRAWING COURSE includes the special music and drawing subjects named above with additional general subjects to aggregate one hundred and twenty hours.

Education

Introduction to Teaching

To provide a "guidance" function by furnishing such information as will enable the student to select a specific curriculum at the end of the first year. Teaching as a profession, its needs, personal requirements, attractions of profession and its importance. Various types of teaching service and discussion of specific problems arising in the grades with the qualifications necessary to meet them. Occasional visits to certain grades of practice school.

Psychology

An elementary course in psychology. Child psychology to the age of adolescence or a basic course to the science of teaching, aiming to prepare the way for the work in observation and practice teaching. Topics suggested are: (a) Instinctive tendencies, (b) habit formation, (c) memory, association and economy of learning, (d) the thought processes, (e) the laws of learning, (f) the technic of study, (g) the extent and causes of individual differences among children and use of intelligence tests in determining them, (h) treatment of exceptional children.

Technic of Teaching (School Economy)

A course to give practical application through observation accompanying it to such topics as: Objectives in training, selection and organization of subject matter, types of lessons, the recitation, the assignment, the question, what constitutes a successful recitation, the socialized recitation, the project and problem method, teaching children how to study, supervised and independent study, lesson plans, programs, practical use of tests and scales to determine progress, problems in discipline, motivation of school work.

History of American Education

European background and influences considered only incidentally to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish educational and industrial changes; major emphasis given to such current developments as vocational education, education of defectives, university extension, standard tests, "project" idea, the Gary plan, county unit consolidation and others.

Educational Tests and Scales

A brief course which aims to familiarize the classroom teacher with the "measuring" movement in education. Sufficient acquaintance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in tests will be provided. How to measure the results of teaching and thereby diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

Sociology

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is, "What is society?"

In general, consideration should be given to the origin of society, its development, structure and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present-day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may co-operate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

Principles of Education

An integrating course which should aim to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: The definition of education, the aims of education, the development of various conceptions of educational values, and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.)

Observation and Participation

A student-teacher is assigned to responsible practice teaching only after having had opportunity to observe and study good teaching.

Observation is closely articulated with the subject-matter and methods courses, and is made the link between theory and practice. In connection with observation there is ample discussion and the student-teachers are required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teachers are called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans are required for every exercise. These plans are carefully revised by the supervisor and constructive criticism made. In practice teaching the student-teacher is thrown on his own resources as much as possible. At stated times the supervisor meets the student teacher for the purpose of giving advice and criticism in the matter

FOLK DANCING

A SKIING PARTY

of discipline and other methods of schoolroom procedure, based on the actual teaching by the student-teacher.

Health Education

A physical examination should be required as the first step in health education. Remediable defects and abnormalties should be corrected before graduation.

Teachers should be required to practice reasonable health habits during training.

The purpose of this course is to prepare teachers to take an intelligent and active part in health education programs.

Course of Study. Theoretical work and practical work in the gymnasium.

First year

Semester 1 —

General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, games, hiking and other out-door activities, natural gymnastics, and physical proficiency tests.

Semester 2 —

School hygiene; cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Folk dancing, field events, games, proficiency tests.

Second year

Semester 3 —

Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene.

Natural gymnastics, playground organization, heavy apparatus, light apparatus including Indian clubs, wands and dumb-bells.

Semester 4 —

Administration of health education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene.

Playground administration, normal diagnoses, corrective gymnastics, practice teaching. Text and note-book required.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education, five hours a week of recreation outside of school hours is suggested, two of which shall be supervised sports.

BASKET BALL SQUAD

English

Essentials of English I and II

This course should include the following types of work to be divided between the first and second semesters as seems best:

a Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax and common errors.

b Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and diacritical markings to secure accurate pronunciation. Definite standards of spoken English required and correlation with school dramatics encouraged.

c Thorough study and practice of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades 1 to 6, including story-telling, reproduction, dramatization, picture-study, speech correction, language games, etc., are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.

English Literature

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

Primary Reading

Aims of course to acquaint students with problems that confront the teacher in the beginnings of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of right habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests.

Reading and Juvenile Literature

A brief survey of the topics covered in primary reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for intermediate grades as suggested in the State Syllabus for Elementary Schools. Principles underlying methods of treatment considered.

Children's Literature

The collection and study of literature in verse and prose suited to the interests and needs of primary children. Various types of stories studied and practice in the art of story-telling encouraged. Best translations and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. Selections mentioned in the State Syllabus for Elementary Schools should be stressed.

Junior High School English

A study of the field of literature recommended for early adolescence with special reference to the State elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

Play Production

The Play Production Course surveys dramatic literature suitable for amateur performance in the public schools; affords student-teachers an opportunity to direct as well as to act in plays.

Technical knowledge is acquired in preparing materials essential to the staging of the dramas chosen.

The Normal Dramatic Club is assisting in financing the cost of a school-room theatre to be built soon.

Speech Improvement Course

A twenty weeks' course of methods is given for the prevention and correction of speech defects; stammering, stuttering, lisping, lolling, defective phonation and foreign accent.

The anatomy, physiology and hygiene of the vocal organs are studied, and also briefly psychic conditions as affecting the nervous system and the speech centres of the brain.

Children having speech difficulties are instructed by students electing this course—thus affording experience in handling cases. In furthering this end, we have the able assistance of the Normal School health supervisor.

History

Modern European History

Medieval types of life: castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the study of modern European history; an analysis of Europe at the end of the French Revolution; the reaction of England and the continental nations to the extreme individualism of the revolution; the effect of the Napoleonic era; the readjustment by the Congress of Vienna; the final modification of the revolutionary principles in the expanding nationalism of Europe;

"QUALITY STREET"

the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

American History

The European background of American history, including the settlement of the colonies and colonial development is briefly reviewed; geographical factors which have influenced American history with special reference to the differences between the North and the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of American institutions with an intensive study of the topics stressed in the Syllabus for Secondary Schools; consideration of our present-day problems from a historical point of view, such as the United States as a world power, immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics, observance of holidays, American biographies, the use of materials such as maps, slides, outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons, the nature of history assignment reviews, the adaptation of work to various grades and the correlation of English and geography with history.

Arithmetic

Intensive study of the essentials in the subject matter of arithmetic as outlined in the state syllabus, with topics selected from the standpoint of individual and community needs; development of number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions: denominate numbers; percentage; type problems chosen from the practical arts and actual business practice; emphasis upon the analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

Junior High School Mathematics

The applications of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; the fundamentals of algebra and simple problems in geometry.

Science

Nature Study

Nature study includes such forms of elementary science in the grades not covered by geography as children can assimilate, and correlates with geography and re-enforces it at every step. Methods classes are shown that the purpose of nature study is to bring the

pupil into a broad sympathy with the natural world, and to cultivate humaneness. The material for study is drawn from the sources at hand, and is presented from the point of view of field and laboratory. Field trips, therefore, constitute a part of the work. Classes are shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, learn to depend on their own resources for securing the material to be used in instruction. Considerable attention is given to the collection and suitable display of specimens to be studied. The course leads students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

General Science

The course gives a survey of the field of general science, the conditions leading to its introduction into curriculum of the modern school, and the text and reference books available for use. Much time is spent by the students in actually performing experiments suitable for grade work in order that they may become accustomed to handling apparatus and to choosing subject matter and illustrative material. Field trips are taken when practicable.

Drawing

Drawing I

This course is required of all students.

This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on work given in the public school course of study and includes instruction in representation, design, lettering, composition and color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction of handwork should be based directly on this subject matter either to clarify it, or to illustrate some well defined industrial process.

The following suggestions are made for the course:

Representation: Story illustration by drawing, paper cutting and tearing. Nature and object drawing. *Design:* Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, and wood; weaving, sewing. Lettering, cut and drawn alphabets, labels and notices. Poster design. *Color:* The spectrum colors, hue, value, chroma, color schemes from nature, collections and color harmonies. *Construction:* Typical problems should be given, based on the study of the industries, and illustrating some process by which natural materials are transformed into commodities for the use of man. Since only

a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.

Drawing II

Such differentiation should be made in this course for the kindergarten-primary, intermediate and grammar groups as the course of study requires. The work should consist largely of intensified study of the work of the grades chosen. Greater excellence of idea and technic should be expected in all projects.

Representation: Composition of nature forms in given spaces; circular, parallel and angular perspective; grouping of objects; pencil and water color technic; elementary figure drawing. *Design:* More advanced study of the principles of composition, problems involving space division, use of nature material for design units, designs for special days and festivals, lettering and commercial design, use of lettering pens, development of monograms. *Color:* Color harmonies, complementary, analogous and monochromatic, color analysis, discussion of color theories, design and color in relation to dress and house furnishings; methods of teaching art appreciation through such problems.

Construction: The study of the industries most important to man should be continued, illustrated by projects in drawing and construction. The following topics are suggested for subject-matter: (1) the value of the industry to man; how we are affected by it; (2) the evolution of the industry, its story, its heroes of invention; (3) characteristics of the product, what constitutes excellence; (4) materials employed, source of supply; (5) processes involved; (6) tools used; (7) healthfulness; (8) hours and wages, the training of the workers; (9) references to the industry found in literature; (10) the part played by drawing and design; (11) the industry as depicted in art. The industries producing food, shelter, clothing, art products and records, utensils, tools and machines, light, heat and power are suggested for study.

Drawing III

Elective course in advanced drawing. Requirements: first and second year drawing or their equivalent.

This course is devoted largely to advanced drawing, which will give students the ability and confidence which will enable them to draw easily before their classes.

Representation: Nature and object drawing in pastels, charcoal and water color, figure sketching for use in illustration and posters. *Design:* Design and color in relation to costume design and interior decoration; the student is allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excel-

lence. The students should also contribute largely to the school needs in the way of posters, charts, designs for festivals and pageants, and covers for school publications.

Drawing IV

Suggested elective course in art appreciation 20 periods or 40 hours.

History of art and architecture: elements of beauty, line, dark and light color; relation between architecture, sculpture and painting; development of modern architecture; brief history of painting and sculpture.

Picture study: choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts: textiles, pottery, metal work, woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited when possible, and traveling exhibitions may be secured for the school.

Crafts Work

The course in Crafts Work includes instruction and practice in reed-work, the eight fundamental weaves; the coloring, knotting and weaving of raffia; bead-work; the use of crepe paper for artistic purposes; weaving, etc. Some of the articles made are reed or raffia baskets, trays, lamps, bead fobs, chains and bags; crepe paper flowers, dolls of different nations, etc. The work is arranged for use in the different grades.

Geography

General Geography

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or phystography and a far greater number in the fields of economic and political geography with their relations to each other duly established. For example, such geographic influences under physiography as position, form, size, relief, climate and drainage may be taught, provided they are made to bear upon man and his life and work. Not the mere physical facts but their human bearing must concern us. A series of examples or " problems " may best develop the significance of such influences. Such a broad course can not ignore the fact that native or racial genius, religious belief, national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples. International relations, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

CORNER OF STUDENTS' REST ROOM

CLASS IN COOKERY

Geography Methods

A study of teaching practice (or method) in the presentation of this subject in the grades. This includes enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present — journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each are presented. A study of the material available to the teacher is made — text books, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips is included and there is an intensive consideration of New York State geography as recommended in the state syllabus.

Music

All students are examined upon entrance, and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies, are assigned to a special class for intensive instruction. A daily period of such instruction is given for a term of twenty weeks. The work of this class consists of ear and voice training, song singing and the fundamentals of music reading.

First year

The work of the two semesters includes the following:

Music Appreciation

This course includes a brief study of the lives and works of the Masters; conventional forms of composition; demonstration with piano, with vocal music and with records; study of standard operas and symphonies; attendance when possible upon concerts and recitals.

Music Reading

Ability to read at sight material found in such books as the Congdon Printers; Hollis Dann course, second, third and fourth books; Progressive, books 1 and 2; Harmonic Course, Primer and Book 1; New Educational Series, Primary Melodies and book 1.

Ear Training

Recognition of major and minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the dominant subdominant, relative and tonic minor keys, familiar songs, period, phrase, two and three part forms, authentic, plagal cadence and semicadence. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

Notation and Terminology

Notes, rests, measure and measure signatures, staff, clefs, major scales, dynamic signs, signs of expression as found in readers used,

terms expressing power, tempo, style; use of accidentals, writing of all forms of minor scale, syncopation, complet, triplet, etc.

Songs

Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for primary grades, study of two-part songs especially adapted to the needs of fifth and sixth grades.

Second year — Semester 3

Methods

1 Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. These lessons include songs taught by imitation, lessons in music reading with ear training, lessons in musical notations. The textbooks used in giving these lessons are in the hands of the pupils for every-day practice.

2 Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies familarize students with their practical import.

3 The class is furnished with graded lists of songs and song books suited to the various types of work done in the schools. Pitch pipes, staff markers and other material are recommended.

4 Observation and practice teaching.

Library Methods

Outlines of Lessons

Use of the library

Arrangement of books in our library. Location of special collections, library tools, children's books, etc. Regulations — charging books, fines, library etiquette, etc. Use of the card catalog.

The book

Study of printed parts. Title page, preface, table of contents, illustrations and maps, text, appendix, bibliographies, index. (Emphasis on the use of table of contents and the index.)

Reference books (general)

Dictionary. What it contains. How to use it as a reference book. Arrangement. Abbreviations, etc.

Encyclopedias. When and how to use them. Comparison of most important ones.

Yearbooks. Handbooks.

Reference books (special subjects)

Statistics and social questions; useful arts; fine arts; literature; debates; geography; atlas; biography; history.

Picture collection and clippings file. Sources of material. How to arrange and mount.

Magazines. Study of types of magazines. How to use the Readers Guide, and Pool's Index.

School library aids from United States Government; which are important; which may be obtained free; aids from State Education Department; aids from the public library.

Book selection for schools and teachers.

Principles.

Lists.

Teaching the use of the library in the eight grades.

Home Economics

Cookery

The subject matter of this course deals with the methods of preparing and cooking the types of food most commonly used in the home, together with some practice in the planning and preparation of meals.

Sewing

The fundamental processes of technique are taught through the construction of simple household articles, undergarments and cotton dresses. Patching and darning, the use of commercial patterns and the use of the sewing machine are included.

Nutrition

The objectives of this course are the establishment of good food practices, the development of the right attitude toward food and information regarding nutritive requirements of child and adults: the construction of dietaries for people of different ages; criterions of good nutrition, causes of malnutrition and the function of the grade teacher in the prevention and correction of malnutrition.

Penmanship

The prospective elementary teacher is trained to acquire two outstanding qualifications: first, the ability to write a good hand herself, one that combines legibility, ease and speed; second, a knowledge of how to teach penmanship to children. Poor writing in school is due largely to an inefficient method of procedure.

The teacher is trained to recognize ideals and limitations, especially for the grade or grades in which she is to work. She should know what can be reasonably expected. Along with the knowledge of how much to expect goes the ability to judge good work and to bring about improvement through constructive criticism.

Special attention is given to the habit of correct posture. The teacher is trained to realize that the best results in penmanship can not be attained unless the principles taught are applied in every written exercise. Nothing but the best written work of which the pupil is capable shall be accepted in the ordinary routine of school work

Special Class Method

This course includes consideration of the following topics. The place of mental defectives in the community and in the school. The aim of special teaching. The meaning of good discipline. Why these children are more difficult to control than normal children. Importance of good habits with these children. Why they misbehave. When a defective child is good. Punishment. The handling of difficult cases. Preparatory class in the schools. Sense training. The teaching of reading, oral and written work, number work, physical training, geography, history, and vocational work.

Kindergarten

Kindergarten Theory —Third Semester

Play Materials

A brief history of play based upon Spencer, Gross, Froebel, Dewey, Hall, Caldwell and Cooke. Study of the play and work materials of the period, and the play and constructive interests. Comparative study of Froebel's gifts, Hill blocks, Montessori didactic apparatus, and the Macmillan nursery materials.

Method

Talks by teacher, discussions, projects worked in classroom and kindergarten. Required reading.

Games and Rhythms

The development of a broader knowledge and appreciation of the value of play in education, a study of its development from infancy to the eighth year based upon instincts, interests and physical development. A study of games and rhythms suited to the age and interests of children, with practical application on the floor.

Music Course

The kindergarten music course states the aims of kindergarten music to be the developing of a love for music by supplying the correct musical expression through approved method. The training of the ear of the rhythmic sense and of the pitch sense, the discovery of the singing voice and its correct use, the learning of songs graded as to ability and experience of the child.

In the methods class the use of the music appreciation period and a proper introduction to the new singing expression is stressed. Methods of developing a rhythmic sensitiveness to regularity of beat. Accent and phrasing in logical order by employing a variety of rhythms are taught the student. Devices used in eliminating monotones are worked out. A judicious use of the piano in accompaniments is discussed. The child voice, transposing, judging and teaching a rote song are taken up for study. Lists of material for rhythms, songs and appreciation lessons are supplied. The organization of toy bands is considered.

FREE ACTIVITY PERIOD

Four kindergartens are maintained for model and practice teaching.

Kindergarten Theory — Fourth Semester

Kindergarten Procedure

A short history of the rise, developing and spread of the kindergarten in Europe and the United States, the hygiene, sanitation and equipment of the kindergarten. The relation of the teacher and the home. Business management.

Method

Talks by teacher, discussions. Required reading.

Games, Rhythms and Folk Dances

The classification, adaptation, practice and construction of games, rhythms and dances, followed by practical work with the children on the floor.

Hand Work — Third and Sixth Semesters

The development of an appreciation and understanding of industrial arts as a mode of expression, a study of child life to determine basis for selection and use of materials and method. Experimental work with materials, such as clay, paper, cardboard, weaving and sewing materials, water colors, paints, wood, tools, waste materials, etc., to give students increased mastery in skill and technique. Practice teaching in the classroom to establish standards for judging the work of children.

History of Children's Literature

A short survey of books written for children from the sixteenth and seventeenth centuries to those printed in the twentieth century. Selection of books for children, the formation of literary standards, story-telling, the gaining of skill in telling, in selecting and adapting stories for children.

Method

Talks by teacher, discussions. Required reading. Examination of books, book notes, story-telling in class, in kindergarten. Required reading and bibliographies.

Special Music Course

Sight Singing and Ear Training

The purposes of this course are, (1) to give the student-teacher skill in reading, (2) to apply the instruction in music methods and (3) to familiarize students with the various music books now in general use in the public schools.

Notation

Notation includes the writing of the major, minor and chromatic scales, use of accidentals, writing various forms of rhythm including all notes and rests and the use of signs most commonly found in music.

Melody Writing

Melody writing is studied to enable the teacher to illustrate any point of a music lesson, as a teacher of languages must do in a language lesson; in other words to acquaint the teacher with the natural laws governing tone progression, so that she may write musical phrases and periods as readily as she writes English sentences.

Music History

Music history receives sufficient attention to make the teacher familiar with the works of such standard and classic composers as will enable her to select wisely the music to be rendered in her school, and to arrange programs for classes in Music Appreciation. The Victrola and piano player are used to show how instruction can be carried on in schools with small musical equipment. Free organ recitals, orchestra rehearsals and concerts aid in bringing about the desired results.

Child Songs

The study of songs suitable for the various grades, the selection of songs for special days, and practice in singing these songs, with a study of voice conditions from the Kindergarten to the High School, give a practical training needed by every teacher of music.

Methods of Teaching

While some attention is given in each department of work to the methods of and procedure involved, special instruction in the best methods of teaching music in the school, forms an important part of the course of study. The methods considered are not those of any one school, but are based upon those educational principles which experience has shown to be fundamental in all teaching.

Observation and Practice Teaching

Observation of Model Teaching, and practice in teaching in various grades the Normal Training School, round out the course in a practical way, which only experience with actual conditions makes possible.

In addition to subjects regularly required in the Special Music Course, there are unusual opportunities for students to secure additional training. Private instruction which may be had from skillful teachers in the voice, piano, organ, violin or nearly any orchestral instrument, at moderate prices.

Orchestra

Anyone having sufficient skill in playing any instrument found in a symphony orchestra has the opportunity to play in a large school orchestra under skillful leadership. For all students of less skill there is a second orchestra.

Voice and Instrumental Lessons

Beginning September 1926, class lessons in two orchestral instruments will be a required part of the Special Music Course. Private lessons in the voice or on the organ, piano, or any orchestral or band instrument are available under skillful instructors. There is no charge for the required class lessons, but there is a moderate charge for private lessons. Private lessons are not required, but, because of the very rapid development of instruction in instrumental music in the public schools, it is obvious that those who wish to become public school music teachers should take advantage of every opportunity to acquire mastery of one or more musical instruments.

Special Drawing

The Special Drawing Course includes the subjects named on page 23. The work covered in Drawing Methods I and II is outlined on page 31.

Aside from Drawing Methods the principal types of work covered in the course are the following: Aids and devices for teaching free hand drawing (or representation), design and mechanical drawing. Principles of design illustrated by applied work, such as applique, embroidery, crochet, stencil, block print, gasso, batix; lettering for posters, headings for school papers, booklets, etc. A thorough drill in principles of perspective, accented line, light and shade color, etc., and use of different mediums such as pencil, crayons, water color, etc.

The crafts work includes instruction and practice in reed-work, the eight fundamental weaves, coloring, knotting and weaving of raffia, bead work, the use of crepe paper for artistic purposes, weaving, etc. Some of the articles made are reed or raffia baskets, trays, lamps, bead fobs, chains and bags, crepe paper flowers, dolls of different nations, etc. The work is arranged for use in the different grades.

The advanced design takes up interior decoration and costume design which are preceded by the study of the history of period-furniture. There is also included in the work of the Senior year the history of art, sculpture, and architecture accompanied by daily application in drawing of the principles learned, and by the preparation of illustrative collections of pictures, etc., for future use in teaching.

Potsdam Normal School

prepares for the following fields of teaching:

KINDERGARTEN - PRIMARY
INTERMEDIATE
JUNIOR HIGH SCHOOL
SPECIAL MUSIC
SPECIAL DRAWING

Special preparation in any fundamental subject or music, drawing, shop-work, printing, physical training, hand-work or special-class teaching in connection with a regular course

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1925/26

Potsdam State Normal School

POTSDAM, NEW YORK

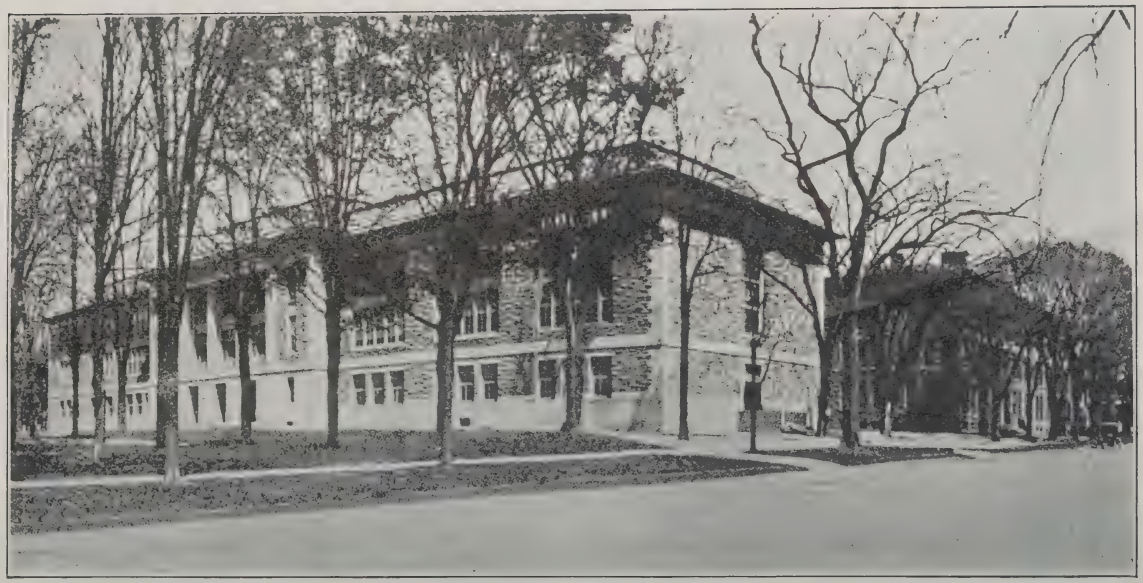
CATALOGUE, 1926-27

ALBANY
J. B. LYON COMPANY, PRINTERS
1926

Potsdam State Normal School

POTSDAM, NEW YORK

CATALOGUE, 1926-27



POTSDAM STATE NORMAL SCHOOL

SCHOOL CALENDAR

1926

Monday, February 1st, Second semester registration
Thursday, April 1st, Third quarter ends
Thursday, April 1st, Easter vacation begins, 4:00 P. M.
Monday, April 12th, Easter vacation ends, 8:30 A. M.
Monday, April 12th, Fourth quarter begins
Friday, May 28th, Senior Day
Monday, May 31st, Memorial Day, holiday
June 7–9th, Final examinations
June 11–15th, Commencement Week

Tuesday, July 6th, Registration, summer session
Wednesday, July 7th, Classes convene, summer session
(Classes will meet regularly, Saturday, July 10th)
Friday, August 13th, Summer session ends

1926–1927

Wednesday, September 8th, Registration
Thursday, September 9th, Classes convene, 1:00 P. M.
Tuesday, October 12th, Columbus Day, holiday
Friday, November 12th, First quarter ends
Monday, November 15th, Second quarter begins
Wednesday, November 24th, Thanksgiving vacation begins, 2:15 P. M.
Monday, November 29th, Thanksgiving vacation ends, 8:30 A. M.
Wednesday, December 22nd, Christmas vacation begins, 2:15 P. M.
Monday, January 3rd, Christmas vacation ends, 8:30 A. M.
January 17–19, Mid-year examinations
Friday, January 22nd, First semester ends
Tuesday, January 25th, Second semester registration
Wednesday, January 26th, Classes convene
Friday, April 1st, Third quarter ends
Monday, April 4th, Fourth quarter begins
Thursday, April 14th, Easter vacation begins, 2:15 P. M.
Monday, April 25th, Easter vacation ends, 8:30 A. M.
Friday, May 27th, Senior Day
Monday, May 30th, Memorial Day, holiday
June 6–9th, Final examinations
June 10–14th, Commencement Week

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

And years when terms expire

1934 Chester S. Lord, M.A., LL.D.....*Chancellor*, Brooklyn
1936 Adelbert Moot, LL.D.....*Vice Chancellor*, Buffalo
1927 Albert Vander Veer, M.D., M.A., Ph.D., LL.D....Albany
1937 Charles B. Alexander, M.A., LL.B., LL.D., Litt.D. Tuxedo
1928 Walter Guest Kellogg, B.A., LL.D.....Ogdensburg
1932 James Byrne, B.A., LL.B., LL.D.....New York
1931 Thomas J. Mangan, M.A., LL.D.....Binghamton
1933 William J. Wallin, M.A.....Yonkers
1935 William Bondy, M.A., LL.B., Ph.D., D.C.L....New York
1930 William P. Baker, B.L., Litt.D.....Syracuse
1929 Robert W. Higbie, M.A.....Jamaica
1926 Roland B. Woodward, B.A.....Rochester

President of the University and Commissioner of Education

Frank P. Graves, Ph.D., Litt.D., L.H.D., LL.D.

Deputy Commissioner and Counsel

Frank B. Gilbert, B.A., LL.D.

Assistant Commissioner and Director of Professional Education

Augustus S. Downing, M.A., Pd.D., L.H.D., LL.D.

Assistant Commissioner for Secondary Education

James Sullivan, M.A., Ph.D.

Assistant Commissioner for Elementary Education

George M. Wiley, M.A., Pd.D., LL.D.

Assistant in Charge of Teacher Training

Ned H. Dearborn, M. A., Ph. D.

Local Board of Managers

Charles H. Leete, A.M., Ph.D., *President*.....Potsdam
Dennis F. Burke, D.D.S.....Potsdam
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Mary Hall Kellogg.....Ogdensburg
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Hugh A. Grant, M.D., M.C.....Potsdam
George W. Sisson, Jr.....Potsdam

THE FACULTY

RANDOLPH T. CONGDON.....*Principal*
Syracuse, B.A.; Harvard, M.A.; State College for Teachers, Pd.D.

Normal Department

ANNA P. DRAIME.....*Dean of Women; English*
Syracuse, Ph.B., M.A.

O. H. VOELKERL.....*Director of Training School*
Olivet College, A.B.; Columbia University, A.M.; Columbia Summer School (four sessions).

EDWARD W. FLAGG.....*Professor of English Emeritus*
Yale, B.A.; Yale, M.A.

WILHELMINA CALDWELL.....*Director of Kindergarten*
Graduate of Lucy Wheelock Kindergarten School; Summer sessions at Martha's Vineyard Institute; Hyanis Normal; Chautauqua; Teachers' College; Columbia University.

ARLINE DENISON.....*Supervisor of English*
Graduate Geneseo Normal School; New York State College for Teachers, B.S.; Michigan special courses; Rochester University Summer School; Yale, Columbia and Chautauqua courses.

MARION FORSYTHE.....*Supervisor of Geography*
Graduate Potsdam Normal School; Columbia University Summer School; Clark University Summer School and Home Study Courses.

MRS. NELLIE E. JORDAN.....*Supervisor of Arithmetic*
Graduate Plattsburg Normal School; Columbia University Summer School; Extension Courses, Chicago University and St. Lawrence University.

FRANCES L. LEITZELL.....*Supervisor of Reading*
New York State College for Teachers, Pd.B.; Columbia University Summer School.

JESSIE J. MCNALL.....*Supervisor of Nature Study, Biology*
Graduate Geneseo Normal; Michigan, B.A.; M.S.; Columbia University Summer School; Cornell University Summer School.

JESSICA C. REID.....*Supervisor of History*
Graduate Oneonta Normal School; Columbia University Summer School (five sessions).

BLANCHE R. SANFORD.....*Supervisor of Drawing*
Syracuse Normal Art and Design; Chautauqua Summer School (three sessions); New York University Summer School; Parson's School of Art, Paris, Summer School; Art Institute, Chicago, Summer School.

Marie A. Schuette.....*Supervisor of Music*
Oshkosh Normal; Crane Normal Institute of Music; Columbia, B.S., Supervisor's Diploma.

Dwight H. Stevenson.....*Education*
Park College, A.B.; Ohio State University, M.A.; Ohio State University (two years).

John W. Maxcy.....*Physical Director, Coach*
Graduate Peru State Normal School (coaching courses); McPherson College, B.A.; University of Texas (eight weeks course); University of Illinois (Summer coaching course); Columbia University Summer School (two sessions).

A. Evelyn Abel.....*Librarian*
Syracuse, Ph.B.; New York State Library School.

Ellen R. Anderson
Principal Primary and Intermediate Departments, Practice School.
Graduate Cortland Normal; Columbia Summer School (one session).

Eunice Louise Badger.....*Assistant Physical Director*
Illinois, B.A.; Cornell Summer School (three sessions); Columbia University Summer School (one session).

Ethel S. Bush.....*Health Teacher*
Graduate Oak Park Hospital, Chicago; post graduate Cook County Hospital, Chicago; graduate Illinois State Normal School; Columbia University, B.S.; Columbia Diploma in Health Education.

Ada B. Colburn.....*Household Arts*
Graduate Oneonta Normal School; Teachers' College, Columbia University, B.S.; Columbia Summer School (two sessions).

Martha M. Graeper.....*Assistant in Kindergarten*
Syracuse, B.L.; Columbia, M.A.; Columbia Kindergarten Certificate.

Mrs. Hazel T. Hathaway.....*Drawing*
Syracuse, B.P.; Special Courses Columbia University.

Helen M. Hosmer.....*Music*
Graduate Potsdam Normal School; Crane Normal Institute of Music; Cornell Public School Music Course; Private Lessons, Organ and Voice; Fontainebleau, France, School of Music.

Mrs. Sophia F. Jennings.....*Supervisor of Penmanship*
State College for Teachers, B.A.; Pd.B.

Laura Lehman.....*Music*
Graduate Crane Normal Institute of Music.

Mrs. Sara S. Pfeiffer.....*Special Classes*
Auburn Training School; Vineland Training School; Oswego Normal Summer School (two sessions); Buffalo Normal Summer School; Cornell Summer School (one session).

Charles W. Roda.....*Manual Training*
Graduate Oswego Normal School; Oswego Summer School (two sessions).

Susan A. Rose.....*Oral Expression*
Elmira, B.A.; Cornell (special work); University of Vermont; School of English Speech and Expression; Out-Door Players; Martin Institute of Speech Correction; Rice Summer School (one session).

Erva E. Skinner.....*Assistant Supervisor of Music*
Graduate Crane Normal Institute; postgraduate work Crane Institute.

Mrs. Bernice R. Van Housen.....*Special Classes*
Graduate Special Music Course Geneseo Normal School; Graduate Geneseo Normal School; Columbia Summer School; Chautauqua Summer School (four sessions).

Duke Webb Young.....*Education*
Georgetown College, B.A.; Columbia University, M.A.

Senior and Junior High Schools

Henry J. Ackerman.....*Principal Senior High School, Latin*
Syracuse, A.B.; New York University, A.M.; College of City of New York (two years); Harvard Summer School (one session).

Charles R. Van Housen....*Principal Junior High School; Latin*
Graduate Geneseo Normal School; Columbia University Summer School; Chautauqua Summer School (three sessions).

Ruth B. Aten.....*English; Girls Advisor*
Wisconsin two years; University of Chicago, Ph.B.; Columbia Summer School.

E. Harold Cole.....*Science*
St. Lawrence University, B.S.; Columbia University Summer School.

Ellen C. Carey.....*Algebra*
Graduate Oneonta Normal School; Columbia University Summer School.

Lillian M. Reichard.....*English*
State College for Teachers, B.A.; Columbia University Summer School.

ALLEN N. ROBERTS.....*Science*
Graduate Potsdam Normal School; Cornell Summer School (two sessions).

ANNIE M. MCPHEE.....*Mathematics*
University of Maine, B.A.; M. I. T. Summer School.

DORRIS I. STILES.....*English*
Graduate Potsdam Normal School; Columbia Summer School (three sessions).

JULIE T. WALLING.....*History*
Graduate Potsdam Normal School; New York University (one year); Columbia Summer School (two sessions).

MILLIE L. WILLIAMS.....*French*
Wellesley, B.A.; Université de Dijon Summer Session; La Sorbonne Summer Session.

Model School

MABEL J. COUSINS.....*Principal*
Graduate Potsdam Normal School; St. Lawrence University Summer School.

MRS. ROSE T. BARNETT.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School.

MRS. ANNA H. BISHOP.....*Model Teacher*
Graduate New York State College for Teachers; St. Lawrence University Summer School.

CLARA L. CLARK.....*Model Teacher*
Graduate Potsdam Normal School; Oswego Normal School.

ETHEL M. FRENCH.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School; St. Lawrence University Summer School.

GRACE M. FRENCH.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School; St. Lawrence University Summer School.

JENNIE C. JOHNSON.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School (two sessions).

MRS. IVAH B. VOELKER.....*Model Teacher*
Graduate Michigan State Normal College; Columbia Summer School (two sessions).

AGNES L. WARWICK.....*Secretary*
RUTH E. LETSON.....*Stenographer*
JOHN FOSTER.....*Superintendent Buildings and Grounds*
DR. R. J. REYNOLDS.....*School Physician*

FOREWORD

Potsdam Normal School seeks to enroll only those who believe that they have a real interest in teaching. For such young people, there is afforded an opportunity to enter a field of work which offers returns fully commensurate with those to be obtained in any form of life work. It should be understood that the financial returns, although these average well in comparison with those in any other field of activity, are, for the best type of teacher, by no means the only consideration. There is also the conviction that teaching is one of the highest forms of service both to the children in the classroom and to our country, for every passing year renders it more evident that Education must indeed continue to be the foundation of our government. Other returns, intangible but none the less actual, are the friendship which exists between any good teacher and her children, and the interest in teaching as a profession, in which a growing body of technical knowledge is skillfully used to produce foreseen results.

The idea that anybody can teach merely because he knows the material that is to be presented is a mistaken one; so also is the notion that "the teacher is born and not made," although, of course, some are by nature better adapted to teaching than are others. Good teaching methods require an understanding of the laws of thought, a knowledge of how children and young people develop, and of what their abilities, interests, likes and dislikes are as they pass from one stage of growth to another. This field of study is very important, yet it is only one part of a large and steadily growing body of knowledge which is more and more making teaching a definite, understood process, rather than a matter of chance and trial and dogged repetition. It is largely because of this development that teacher-training institutions the country over are crowded as never before, although they are lengthening their courses; and that ten teachers in service are attending summer schools, where one did a short time ago. This growing professional knowledge and point of view tends to make the work of the teacher absorbing, stimulating, and inspiring.

Potsdam Normal School welcomes those who come with thoughtful purpose to enter a truly great profession; who expect to give themselves fully to their work, and to receive generous returns in money, friendships, and the joy which always comes from work well done.

GENERAL INFORMATION

Location

Potsdam, the site of the Potsdam State Normal School, is an attractive village of beautiful homes and broad streets shaded by elm trees: it has about five thousand inhabitants, and is located in St. Lawrence County near the northwestern foothills of the Adirondack Mountains. It is reached by a branch of the New York Central Railroad, and by excellent State roads which lead in all directions to the mountains, to the St. Lawrence River and to the villages and cities of northern New York. There are located in Potsdam not only the Normal School, but also the Crane Normal Institute of Music, the Hawthorne Piano Forte School and the Clarkson College of Technology. The quiet but beautiful environment, and the interest and respect for schools characteristic of the community, make Potsdam an ideal school town.

Building and Equipment

Potsdam Normal School occupies a large building the greater part of which is of new construction. Exclusive of the offices, of the large auditorium, and of the gymnasium with adjoining rooms, the building contains seventy rooms used for purposes of instruction. It is attractive and spacious, and exemplifies the best thought in school architecture. The equipment throughout is in keeping with the building. A special feature is the large organ, one of the largest in northern New York, which is installed in the auditorium. The old wing of the building has been thoroughly remodeled, renovated and newly equipped. The three village schools of Potsdam are organized as part of the Normal School and their teachers are members of the Normal faculty. The Normal Department and Practice school, including the High School, are located in the main building; the Model Schools are in the grade buildings.

Entrance Requirements

1. A candidate for entrance must be at least sixteen years of age.
2. Each candidate must present a certificate from a registered physician showing that he or she is physically capable of performing the duties required of a teacher. A blank for the use of the physician who makes the examination may be had upon request.
3. Candidates must have completed a four-year high-school course approved by the State Education Department.

An approved course for admission to the Potsdam Normal School may be certified by either a Regents academic diploma or a local high school diploma and must include the following requirements: English 4 years, Science 2 years, Mathematics 2 years, History 1

year, and beginning September 1, 1928, 2 years of a foreign language together with sufficient electives to complete the full 4 years requirement aggregating 72 counts or its equivalent. Such credentials must be accompanied by a complete statement from the secondary school principal showing all subjects completed and scholarship records received during the high school course.

4. A candidate for entrance should write for an application blank. This blank is to be filled out by the applicant, signed by the principal of the high school where the academic work was completed, and by the superintendent or district superintendent under whose jurisdiction the high school is conducted, and then returned to the Normal School. Each application must be approved first by the Principal of the Potsdam Normal School and finally by the State Commissioner of Education before the candidate is accepted for entrance. The candidate will be duly informed regarding the action on his application.

5. Training-class licenses, official transcripts of work completed in other institutions, or credentials of any kind which are offered for advanced standing, should be sent with the application, as credit can not be allowed unless there is submitted an official credential covering the work for which credit is claimed.

6. *Entering students are urged to have entrance blanks and any other credentials which may be offered, fully and correctly filled out and in the hands of the Principal not later than August 1st. Although blanks received after this date will be given as prompt attention as possible, applicants can not be assured that definite decision regarding admission will be made before the date of opening of the fall term.*

7. *All students are requested to be present on the opening day of School. Those not present when the School opens will be admitted only by special permission of the Principal.*

8. As explained elsewhere, the first year of the course is alike for all students. During this year a decision is reached regarding the grades, (kindergarten-primary, intermediate, or junior high school), for which special preparation will be made during the second and third years. Final admission to the kindergarten-primary course will be in part dependent upon the possession of an acceptable singing voice and admission to the kindergarten work will be in part dependent upon the possession of an acceptable singing voice and acceptable ability to play the piano. Exceptional ability as a singer or as a pianist are not required.

Tuition

No tuition is charged to residents of New York State. Residents of other states are admitted by special appointment, but are required to pay in advance tuition of $50.00 for each half year.

Advanced Normal Credit

Students who have completed at summer sessions of any New York State normal school, courses equivalent to those given during

Length of Course

All courses are three years in length. However, upon the completion of the first two years of any course, the student may upon request receive a credential which will permit him to teach three years before the third year's work is completed. If twelve hours work selected from the course of study for the third year is completed by the expiration of the third year of teaching, the student may teach two years more. At the expiration of this period, the temporary credential will lapse until the third year's work has been completed. If necessary, half of the third year's work may be completed in summer sessions.

Demand for Teachers

There has never been as great a demand for well-prepared teachers as during the last few years. The salaries paid during this period have been much larger than in preceding years. Although the upward trend in teachers' salaries has probably reached its highest point for the present, there is no reason to expect any decrease in the average salaries now paid. The reason for this substantial increase is fundamentally a growing realization throughout the country of the need of better schools and better teaching. There is, too, a general awakening to the fact that school officials must compete with industrial and commercial employers if they are to secure satisfactory teachers. The present is an opportune time for beginning a Normal School course.

While the school does not guarantee to secure positions for all of its graduates, no competent teacher need be without a position. The beginning salaries of inexperienced graduates during the last few years have ranged from $1,000 to $1,450, averaging about $1,200. Students with successful teaching experience before entering Normal have received larger salaries than those named.

Living Accommodations and Expenses

The students live in various homes throughout the village which are registered with the school and form the approved list. The matrons in these homes co-operate with the school authorities in giving the students a congenial home life and in governing their social interests. Prospective students are required to make arrangements for rooms through the office, so that no confusion may result from renting rooms not on the approved list. This is done in the interest of the students and of the town people who register with the school. A list of approved boarding and rooming places will be mailed upon request.

The majority of the students enrolled in Potsdam Normal School in January, 1926, furnished information regarding (1) the cost of room-rent (2) the cost of board and (3) the amount of other necessary school expenses, exclusive of the cost of clothing and of travel. The written statements thus secured were divided into three numerically equal groups representing least expenditure, average ex-

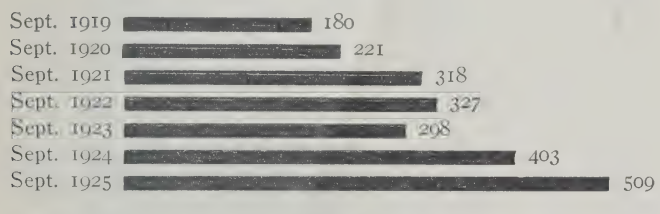
penditure, and greatest expenditure. Except in the one instance noted and explained below the sums given in the following table represent the average expenditure in the entire group for the purpose mentioned. About 100 students boarded themselves and about 30 earned board and room by housework.

LIVING EXPENSES FOR SCHOOL YEAR EXCLUSIVE OF COST OF CLOTHING AND TRAVEL

	Low	Medium	High
Room	$68 64	$78 00	$94 77
Board	*117 00	242 97	273 39
Other necessary school expenses	23 80	46 13	89 65
	$209 44	$367 10	$457 81

* Average cost of board to students who boarded themselves.

ENROLLMENT



As indicated in the preceding diagram the registration of Potsdam Normal School has increased from 180 to 509 during the last seven years. The total enrollment for the school year 1925-6 will probably be three times as great as that in September, 1919. The decrease in September, 1923 was due to the fact that the first class to begin the three-year course entered at that time. Summer school registration has grown from 153 to 424 in five years. The total enrollment for the year beginning July 1, 1925, counting but once those registered in both the summer and the regular session will run above nine hundred.

THE STUDENT COUNCIL

SCHOOL LIFE

Potsdam Normal School has never been merely an institution for turning out well-prepared teachers. It has always been a very human school. The great majority of Potsdam students enjoy their school life, leave at graduation with real regret and look back with grateful and happy memories. The faculty, and the students through the Student Council, definitely and earnestly attempt to guide the affairs of the School so that it will minister to the various needs of its students.

Potsdam requires high standards of scholarship but it does not believe that study constitutes the whole of school life. It seeks the development of vigorous bodies as far as may be through outdoor activities; by fostering the growth of student societies and fraternities it encourages the forming of the school friendships which so often are life long; it broadens the mental horizon by providing strong speakers, interesting entertainments and good music and by encouraging the formation of clubs devoted to special interests such as the Dramatic Club, the Camera Club, the Art Club, etc. It co-operates actively with churches of all denominations in meeting the religious needs of its students.

Social Life

It is the aim of the faculty to make school life in Potsdam such that it will be remembered as one of the happiest periods in the experience of those who attend the Normal. With this in view, the faculty co-operate with the student body in planning their social activities and creating a natural home-like atmosphere. It is felt that this is in reality a vital part of the school life, as the students—prospective teachers—are to go out into communities where they themselves become leaders in the life of their own schools. In addition to this more thoughtful phase of the social life, there is the belief that pure, wholesome fun makes better students.

There are certain social events which have become established parts of the school life. On the opening night of the school year, the seniors plan a Big Sister Party when the incoming students are welcomed. The Hallowe'en Masquerade, a time honored custom of the school; banquets and parties given by the classes and societies; the Saturday afternoon At Homes when the school keeps open house for all its students; Senior Day in the late spring; and finally, festivities of commencement, are among the interesting good times planned for and by the student body. Frequently, throughout the year formal, informal, or tea dances are given in the gymnasium by various school organizations. These are always chaperoned by members of the faculty. The class activities, such as Junior Week, Senior Week, the annual class banquets, dances, assembly programs, inter-class contests et cetera, are all sources of much interest and

enjoyment. These social events, together with opportunity for out of door sports which Potsdam's location affords, help to make student life attractive.

Students are fortunate, also, in the associations formed through their church affiliations, where the townspeople are most cordial in their relations to students. In fact those who do not enter into church activities deprive themselves of many happy times throughout their school course.

For some years the Big Sister plan has been in operation. An upper-classman is assigned to each entering student, to meet her when she reaches Potsdam, help her get started in her work and advise with her as the year goes on and new questions arise. There is a cordial relation between teachers and students. Teachers are readily accessible to students and are glad to see them about their School work or other interests. The Principal of the School is always ready to confer and advise with students. The principal duty of the Dean of Women is to look after the interests of individual students in their personal and school relations.

School Government

Student participation in the government of the School is secured through the Student Council, a body consisting of eight members, four seniors and three juniors, who are elected by their respective classes, and of the Dean of Women who acts in an advisory capacity without the power of voting. The Student Council administers the Freshmen Rules and has other important functions in the life of the School.

It is the policy of the school to allow its students the greatest freedom possible, since such freedom leads to the development of a stronger personality in the individual student. From experience, however, it has been found that there are certain regulations which are for the best interests of the members of the school.

Among these regulations the following are important:

1. Students are to spend the evenings of school days in study at their rooming places, unless special permission is granted.
2. Hours for week-end activities extend to 11:30 for informal affairs and 1 o'clock for formal functions.
3. All parties attended by students must be chaperoned.
4. Students desiring to leave town during the school term are allowed to do so only upon permission.

Health and Out-Door Recreation

The development of sound bodies is one of the chief objectives of school work and school life at Potsdam. Everything within the power of the Principal and faculty is done to encourage and promote proper habits of living. Opportunities are afforded to secure out-door exercise throughout the year.

The Hikers' Club conducts two hikes or tramps each week the year through. In addition to this there are "bacon-bats," "corn-roasts," and afternoon tramps to some country hotel or some farm-house where there is supper and a good time followed by a ride

back to Potsdam by automobile or sleigh. Occasionally a week-end is spent in camp at some of the near-by beautiful spots in the mountains or on lake or river. The Hikers' Club has purchased a considerable number of toboggans and skiis which are used on a hill-side five minutes' walk from the School where nature has provided an ideal natural slide. A safe and convenient skating rink is available during the winter months.

Basket-ball is a favorite sport. Class teams are organized and the competition runs high. The school basket-ball team plays a series of games each season throughout northern New York. The enthusiasm, good-natured rivalry, the class or school yells and the singing in connection with basket-ball games make them very enjoyable occasions.

Health Education is planned with two objects in view: (1) To help each student to secure and maintain the highest degree of physical vigor attainable in his case, to the end that he may secure the greatest possible returns from both his work and his play; (2) to prepare students to conduct the work in physical training and health education in their own class rooms later on. So far as possible the formal physical training is by means of games which make the gymnasium work a real pleasure instead of a dull grind.

Each student upon entering the Normal School is required to have a thorough medical examination. Where necessary, treatment is suggested or required. During the time spent at school, students are under careful observation and are given prompt attention if there are indications of illness. The health teacher visits in their rooms students who are detained from school by illness, and makes sure that they are having proper care. Both for their own good and for the sake of their future usefulness to the State, the Normal School will not enroll students who are physically unfit to become teachers.

School Societies

There are in the School two literary societies, Alpha and Calliopean, and two sororities, Pi Delta Sigma and Phi Kappa Gamma. These four organizations have regular meetings and carry out definite programs of study. Another and fully as important an object is that of fostering pleasant social relations and friendships. The bringing together of groups of congenial individuals, engaged in the same activities and living much the same lives is bound to result in the formation of lasting friendships—certainly one of the most valuable results of school life. New members join these organizations by invitation after having been elected.

There is also a group of School organizations which are open to any who wish to meet the conditions of membership. These conditions are the faithful performance of the activities for which the organizations exist.

The Dramatic Society, as the name indicates, has the study of the drama and play production as its object. There are weekly meetings. Several short plays and one or more long plays are presented each year.

A GROUP OF HIKERS READY FOR A TRAMP

The Young Woman's Christian Association is a large and active organization. It enrolls more than one hundred members. Devotional topics and topics of world interest are discussed or debated at the general meetings. The "Y. W." sent ten delegates to the last Silver Bay Conference, and a representative to the recent World Court Conference at Princeton University.

The Camera Club enrolls a number of amateur photographers. The activities of this club include the study and practice of the art of photography. Pictures of many kinds are taken. An annual exhibit is held in the spring.

The Art Club meets weekly for the purpose of planning and working out ideas in arts and handicrafts. The membership is limited to students where class work shows special ability in this field. There is an annual exhibit.

School Entertainments

As a part of the regular life of the school, definitely planned for the three-fold purpose of affording wholesome amusement, of broadening the students' outlook on life, and of inspiring them to the formation of worthy ideals of living, there is given in the school auditorium each year a series of lectures and entertainments of various kinds. "The Amelia Morey Fund" provides an income which brings several strong speakers to Potsdam each year without cost to the students. When there is an admission charge to students, it is much lower than is usually charged, and is set at an amount which will barely pay the expenses of the entertainment.

The lectures and entertainments listed below have been given in the School recently and are typical of those presented from year to year.

Lectures

Hon. Josephus Daniels	"The Challenge of Peace"
Mr. Vilhjalmur Stefansson	"The Friendly Arctic"
Dr. Willard T. Grenfell	"Talk on his work in Labrador"
Dr. A. E. Winship	"Our Unit of Thought"
Col. Philip A. Moore	"Wild Animals at Home"

Musical Entertainments

The Rhondda Welsh Male Singers	
Comic Opera "Il Figaro"	By the Hinshaw Company
Jacobbinof	Concert violinist

Entertainments by Students

"The Charm School"	Normal Dramatic Club
"The Mikado"	By School Music Organizations
"The Tale of Old Japan"	See page 12
Concerts and Recitals	The Organ, The Special Music Department, The Orchestras, The Choruses.

Music a Part of School Life

Music of all kinds is a big element in school-life at Potsdam. Singing in the morning assemblies in the auditorium, the inspiring music of the thirty piece first orchestra at the assemblies and school

functions, membership in some one of several orchestras or the band, membership in one of the glee-clubs, the enjoyment of frequent concerts and recitals, two or three at least each year by artists of high-rank from outside the school—all of these create a musical atmosphere. There has not been a year for some time past, that at least one or two, usually several, singers from the Metropolitan Opera Company of New York have not sung at the Normal. There are always several superior singers and players among the student body. The musical advantages offered at Potsdam are superior to those in many institutions of much larger enrollment.

A chorus numbering about one hundred members is sustained by the school. Membership is attained through the completion of certain voice and sight reading requirements, but may be gained through examinations which prove one's ability to do the work undertaken by the club. At the music festival given annually there is usually performed some work like "The Mikado," "A Tale of Old Japan" or "Faust." The chorus is accompanied by the Normal orchestra and aided by soloists of note. A chorus of young women from the Special Music Course, and one from the Crane Institute are always under training.

An orchestra numbering about thirty pieces is a permanent feature of the school. To this all students who play any orchestral instrument sufficiently well, are welcomed. A number of instruments is available for practice and use in the orchestra and they are given out to such students as desire to devote time and faithful practice to the work. Students who enter the school with sufficient skill are permitted to play in the first orchestra. A second and a third orchestra and a school band are also maintained.

Vocal lessons and instruction on any orchestral or band instrument by skillful teachers, may be had at very moderate rates. Opportunities for ensemble playing are also provided.

The new four manual organ has made it possible to maintain a series of organ recitals by the resident organist. These have been attended by large and enthusiastic audiences and have given the school and the public musical advantages rarely available outside of the large cities. Instruction in pipe organ playing is available under a teacher of high rank.

The piano department is so well established that it has the dignity of a piano school in which students may pursue a four years' course and from which they may be graduated as piano teachers and concert artists. For particulars write for circular of the Hawthorne Piano-Forte School.

ON A WEEK-END HIKE

HALLOWEEN COSTUMES

ORGANIZATION AND COURSE OF STUDY

Organization

The Potsdam Normal and Training School includes three departments, as follows:

The Normal department for the training of students in the theory of teaching and in the science of education.

The Practice School consisting of kindergarten, primary, intermediate, junior high school and senior high school departments, where students are trained in the art of teaching.

Model Schools in which opportunity is given for the required observation of teaching.

Summer School

A Summer School of six weeks is an established part of the work of the school. Nearly all courses offered during the regular school year may be pursued at the Summer School. There is, however, no opportunity for practice teaching during the summer session. In general the successful completion of the work of one summer session gives credit equivalent to that earned in one-fifth of a school year. Students may complete a considerable part of the three year Normal course at summer sessions. A special Summer School Bulletin is printed each spring and will be mailed upon request.

Courses of Study

Three courses of study are offered, the Elementary Teachers Course, including what has been called in the past the Kindergarten-Primary Course, the Special Music Course and the Special Drawing Course. The two courses last mentioned may be combined in a Special Music and Drawing Course.

The curriculum and outlines of the subjects included in the curriculum may be found in the following pages.

All students taking the Elementary Teachers Course pursue the same subjects during the first year, and make special preparation during the second and third years to teach in the kindergarten and the first three grades, *or* in grades four, five and six, *or* in grades seven, eight and nine. The diploma received upon the completion of the course is a life license to teach in the kindergarten or in any grade of any elementary school in the State.

The Special Music Course is planned to meet the needs of schools where instruction in music does not require the full time of the teacher, and schools in which departmental teachers are employed. This is a three year course leading to a regular Normal diploma, but one in which the student majors in music by making substitutions which result in an average of about two periods of

music per day, throughout the course. Graduates of this course secure positions as departmental teachers of music or of music and some other subject, or as assistants to music supervisors, or have charge of music in small schools. A list of the subjects included in this course, and an outline of the content of each of these subjects will be found on pages 23 and 40.

The Special Drawing Course is similar in general purpose to the Special Music Course. A list of the subjects contained in this course and an outline of the content of these subjects will be found on pages 23 and 42.

The Special Music and Drawing Course combines the Special Music and Drawing Courses by including the music and drawing in these two courses and adding a sufficient number of fundamental general subjects to make a total of one hundred and twenty hours for the three years' course.

Election of Special Subjects. Students so desiring may specialize during their third year and to some extent during their second year in subjects in which they are particularly interested. This may be done by means of special teaching assignments, by the election of special subjects, or by both such teaching and such election of courses. In addition to the fundamental subjects regularly taught in the grades, there are available for election music, drawing, handwork, manual-training, printing, physical training, and special-class teaching. The School affords abundant equipment and opportunity for special work in each of these fields.

Principles of Organization of Courses

The Elementary Teachers Course and the Special Music and Drawing Courses include (1) the study of the principles of education, of methods in elementary school subjects and of background courses designed to broaden the student's general knowledge of the subjects he is to teach; (2) the observation of model teaching, and (3) the application in the Practice School of the principles studied in the Normal class rooms and observed in the model classes. The psychology taught in the first year is the nucleus of the work of the three years.

The effectiveness of the Normal training is measured by the efficiency shown in practice teaching. The practice teaching is second in importance to no other part of the course. In the Practice School are tested the practical values of the principles and methods presented in the Normal class rooms. The work required of student teachers in the Practice School embraces class instruction, supervision of study periods, class organization and discipline under the immediate oversight of skilled supervisors. This experience reveals the elements of strength and weakness in each student-teacher and makes possible the correction of faults and the establishment and strengthening of good qualities.

CURRICULA OF POTSDAM NORMAL SCHOOL

ELEMENTARY TEACHERS COURSE

Courses for Kindergarten-Primary, Intermediate and Junior High School are identical the first year. Differentiation begins the second year.

First Semester		Second Semester	
Essentials of English I	3	Essentials of English II	3
Health Education	2	Health Education	2
Arithmetic	4	General Geography	3
European History	3	Penmanship	2
Intro. to Teaching	2	Music	3
Drawing	3	Psychology	3
Music	2	English Literature	3
Observation	1	Observation	1
	20		20

Kindergarten-Primary (1, 2, 3) Third Semester		Intermediate (4, 5, 6) Third Semester		Junior High (7, 8, 9) Third Semester	
Primary Reading	3	Drawing	3	Drawing	3
Health Education	3	Health Education	3	Health Education	3
Kindergarten Theory	3	Geography	3	Geography	3
Music	2	Music	2	Music	3
Nature Study	2	Nat. Study & Ele. Science	3	Nat. Study & Ele. Science	2
Handwork	4	History	3	History	3
Songs and Games	3	Technique of Teaching	3	Technique of Teaching	3
	20		20		20
Fourth Semester		**Fourth Semester**		**Fourth Semester**	
Kindergarten Theory	3	Music Appreciation	2	Music Appreciation	2
Music Appreciation	2	Industrial Arts	3	Physical Tr. & Games	3
Industrial Arts	3	Physical Tr. & Games	3	Health	2
Health	2	Health	2	Elec. in J. H. S. field	3
Practice Teaching	10	Practice Teaching	10	Practice Teaching	10
	20		20		20
Fifth Semester		**Fifth Semester**		**Fifth Semester**	
Library	2	Library	2	Library	2
Reading Methods	3	Reading Methods	3	Elective	6
Participation	5	Participation	5	Economics	3
Conference	1	Conference	1	Participation	5
Elective	3	Elective	6	Conference	1
History of Education	3	History of Education	3	History of Education	3
Technique of Teaching	3				
	20		20		20
Sixth Semester		**Sixth Semester**		**Sixth Semester**	
Observ. & Practice Teach.	3	Observ. & Practice Teach.	3	Observ. & Practice Teach.	3
Children's Lit	3	Prin. of Education	3	J. H. S. English	3
Conferences	2	Conferences	2	Conferences	2
Prin. of Education	3	Penmanship	2	Prin. of Education	3
Handwork	2	Reading & Juv. Lit	3	Penmanship	2
Tests and Scales	2	Tests and Scales	2	Tests and Scales	2
Sociology	2	Sociology	2	Sociology	2
Specialized Psychology	3	Specialized Psychology	3	Specialized Psychology	3
	20		20		20

Electives — General Science 3, Cooking 2, Sewing 2, Nutrition 2, Wood Working 2, Printing 2, Special Class Method 3, Speech Improvement 2, J. H. S. Administration 3, J. H. S. Mathematics 3, Crafts Work 3, School Journalism 3, Play Production 3.

SPECIAL MUSIC COURSE

General Subjects

First Year

Introduction to Teaching	2
Psychology	3
English 1 and 2	6
Penmanship	2
Reading	3
Arithmetic	4
Health Education	4
	24

Second Year

Drawing I and II	6
Geography Methods	3
History Methods	3
Health Education	3
School Technique	3
Teaching	5
	23

Third Year

Principles of Education	3
Literature	3
Nature Methods	3
Health Education	3
Electives	9
Teaching	3
	24
	71

Special Music

First Year

Sight Singing	6
Chorus	2
Notation	2
Theory	2
Methods	2
Rote Song	1
Observation	1
	16

Second Year

Sight Singing	6
Chorus	2
Melody Writing	3
Music Appreciation	2
Teaching	5
	18

Third Year

Sight Singing	6
Chorus	2
Harmonic Analysis	3
Elementary Harmony	1
Music Appreciation	2
Teaching	3
	17
	51

SPECIAL DRAWING COURSE

General Subjects

First Year

Introduction to Teaching	2
Psychology	3
English I & II	6
Music I & II	5
Arithmetic	4
Health	4
	24

Second Year

Penmanship	2
Reading Methods	3
Geography Methods	3
History Methods	3
Health	3
Music III	2
Teaching	5
	21

Third Year

Principles of Education	3
School Technique	3
Literature	3
Nature	3
Health	3
Elective	9
Teaching	3
	27
	72

Special Drawing

First Year

Design Drawing	5
Drawing Methods I	3
Drawing Methods II	3
Free Hand Drawing	5
	16

Second Year

Adv'ced Free Hand Drawing.	5
Mechanical Drawing	5
Crafts Work	3
Practice Teaching	5
	18

Third Year

History of Architecture, Painting and Sculpture accompanied by practical application of principles studied.	5
Interior Decoration and Costume Design with preliminary study of History of Period Furniture	5
Practice Teaching	3
	13
	47

The SPECIAL MUSIC AND DRAWING COURSE includes the special music and drawing subjects named above with additional general subjects to aggregate one hundred and twenty hours.

Education

Introduction to Teaching

To provide a "guidance" function by furnishing such information as will enable the student to select a specific curriculum at the end of the first year. Teaching as a profession, its needs, personal requirements, attractions of profession and its importance. Various types of teaching service and discussion of specific problems arising in the grades with the qualifications necessary to meet them. Occasional visits to certain grades of practice school.

Psychology

An elementary course in psychology. Child psychology to the age of adolescence or a basic course to the science of teaching, aiming to prepare the way for the work in observation and practice teaching. Topics suggested are: (a) Instinctive tendencies, (b) habit formation, (c) memory, association and economy of learning, (d) the thought processes, (e) the laws of learning, (f) the technic of study, (g) the extent and causes of individual differences among children and use of intelligence tests in determining them, (h) treatment of exceptional children.

Technic of Teaching (School Economy)

A course to give practical application through observation accompanying it to such topics as: Objectives in training, selection and organization of subject matter, types of lessons, the recitation, the assignment, the question, what constitutes a successful recitation, the socialized recitation, the project and problem method, teaching children how to study, supervised and independent study, lesson plans, programs, practical use of tests and scales to determine progress, problems in discipline, motivation of school work.

History of American Education

European background and influences considered only incidentally to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish educational and industrial changes; major emphasis given to such current developments as vocational education, education of defectives, university extension, standard tests, "project" idea, the Gary plan, county unit consolidation and others.

Educational Tests and Scales

A brief course which aims to familiarize the classroom teacher with the "measuring" movement in education. Sufficient acquaintance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in tests will be provided. How to measure the results of teaching and thereby diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

Sociology

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is, "What is society?"

In general, consideration should be given to the origin of society, its development, structure and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present-day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may co-operate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

Principles of Education

An integrating course which should aim to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: The definition of education, the aims of education, the development of various conceptions of educational values, and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.)

Observation and Participation

A student-teacher is assigned to responsible practice teaching only after having had opportunity to observe and study good teaching.

Observation is closely articulated with the subject-matter and methods courses, and is made the link between theory and practice. In connection with observation there is ample discussion and the student-teachers are required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teachers are called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans are required for every exercise. These plans are carefully revised by the supervisor and constructive criticism made. In practice teaching the student-teacher is thrown on his own resources as much as possible. At stated times the supervisor meets the student teacher for the purpose of giving advice and criticism in the matter

FOLK DANCING

A SKIING P..RTY

of discipline and other methods of schoolroom procedure, based on the actual teaching by the student-teacher.

Health Education

A physical examination should be required as the first step in health education. Remediable defects and abnormalties should be corrected before graduation.

Teachers should be required to practice reasonable health habits during training.

The purpose of this course is to prepare teachers to take an intelligent and active part in health education programs.

Course of Study. Theoretical work and practical work in the gymnasium.

First year

Semester 1 —

General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, games, hiking and other out-door activities, natural gymnastics, and physical proficiency tests.

Semester 2 —

School hygiene; cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Folk dancing, field events, games, proficiency tests.

Second year

Semester 3 —

Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene.

Natural gymnastics, playground organization, heavy apparatus, light apparatus including Indian clubs, wands and dumb-bells.

Semester 4 —

Administration of health education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene.

Playground administration, normal diagnoses, corréctive gymnastics, practice teaching. Text and note-book required.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education, five hours a week of recreation outside of school hours is suggested, two of which shall be supervised sports.

BASKET BALL SQUAD

English

Essentials of English I and II

This course should include the following types of work to be divided between the first and second semesters as seems best:

a Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax and common errors.

b Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and diacritical markings to secure accurate pronunciation. Definite standards of spoken English required and correlation with school dramatics encouraged.

c Thorough study and practice of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades 1 to 6, including story-telling, reproduction, dramatization, picture-study, speech correction, language games, etc., are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.

English Literature

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

Primary Reading

Aims of course to acquaint students with problems that confront the teacher in the beginnings of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of right habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests..

Reading and Juvenile Literature

A brief survey of the topics covered in primary reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for intermediate grades as suggested in the State Syllabus for Elementary Schools. Principles underlying methods of treatment considered.

Children's Literature

The collection and study of literature in verse and prose suited to the interests and needs of primary children. Various types of stories studied and practice in the art of story-telling encouraged. Best translations and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. Selections mentioned in the State Syllabus for Elementary Schools should be stressed.

Junior High School English

A study of the field of literature recommended for early adolescence with special reference to the State elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

Play Production

The Play Production Course surveys dramatic literature suitable for amateur performance in the public schools; affords student-teachers an opportunity to direct as well as to act in plays.

Technical knowledge is acquired in preparing materials essential to the staging of the dramas chosen.

The Normal Dramatic Club is assisting in financing the cost of a school-room theatre to be built soon.

Speech Improvement Course

A twenty weeks' course of methods is given for the prevention and correction of speech defects; stammering, stuttering, lisping, lolling, defective phonation and foreign accent.

The anatomy, physiology and hygiene of the vocal organs are studied, and also briefly psychic conditions as affecting the nervous system and the speech centres of the brain.

Children having speech difficulties are instructed by students electing this course—thus affording experience in handling cases. In furthering this end, we have the able assistance of the Normal School health supervisor.

History

Modern European History

Medieval types of life: castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the study of modern European history; an analysis of Europe at the end of the French Revolution; the reaction of England and the continental nations to the extreme individualism of the revolution; the effect of the Napoleonic era; the readjustment by the Congress of Vienna; the final modification of the revolutionary principles in the expanding nationalism of Europe;

"QUALITY STREET"

the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

American History

The European background of American history, including the settlement of the colonies and colonial development is briefly reviewed; geographical factors which have influenced American history with special reference to the differences between the North and the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of American institutions with an intensive study of the topics stressed in the Syllabus for Secondary Schools; consideration of our present-day problems from a historical point of view, such as the United States as a world power, immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics, observance of holidays, American biographies, the use of materials such as maps, slides, outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons, the nature of history assignment reviews, the adaptation of work to various grades and the correlation of English and geography with history.

Arithmetic

Intensive study of the essentials in the subject matter of arithmetic as outlined in the state syllabus, with topics selected from the standpoint of individual and community needs; development of number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions: denominate numbers; percentage; type problems chosen from the practical arts and actual business practice; emphasis upon the analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

Junior High School Mathematics

The applications of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; the fundamentals of algebra and simple problems in geometry.

Science

Nature Study

Nature study includes such forms of elementary science in the grades not covered by geography as children can assimilate, and correlates with geography and re-enforces it at every step. Methods classes are shown that the purpose of nature study is to bring the

pupil into a broad sympathy with the natural world, and to cultivate humaneness. The material for study is drawn from the sources at hand, and is presented from the point of view of field and laboratory. Field trips, therefore, constitute a part of the work. Classes are shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, learn to depend on their own resources for securing the material to be used in instruction. Considerable attention is given to the collection and suitable display of specimens to be studied. The course leads students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

General Science

The course gives a survey of the field of general science, the conditions leading to its introduction into curriculum of the modern school, and the text and reference books available for use. Much time is spent by the students in actually performing experiments suitable for grade work in order that they may become accustomed to handling apparatus and to choosing subject matter and illustrative material. Field trips are taken when practicable.

Drawing

Drawing I

This course is required of all students.

This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on work given in the public school course of study and includes instruction in representation, design, lettering, composition and color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction of handwork should be based directly on this subject matter either to clarify it, or to illustrate some well defined industrial process.

The following suggestions are made for the course:

Representation: Story illustration by drawing, paper cutting and tearing. Nature and object drawing. *Design:* Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, and wood; weaving, sewing. Lettering, cut and drawn alphabets, labels and notices. Poster design.. *Color:* The spectrum colors, hue, value, chroma, color schemes from nature, collections and color harmonies. *Construction:* Typical problems should be given, based on the study of the industries, and illustrating some process by which natural materials are transformed into commodities for the use of man. Since only

a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.

Drawing II

Such differentiation should be made in this course for the kindergarten-primary, intermediate and grammar groups as the course of study requires. The work should consist largely of intensified study of the work of the grades chosen. Greater excellence of idea and technic should be expected in all projects.

Representation: Composition of nature forms in given spaces; circular, parallel and angular perspective; grouping of objects; pencil and water color technic; elementary figure drawing. *Design:* More advanced study of the principles of composition, problems involving space division, use of nature material for design units, designs for special days and festivals, lettering and commercial design, use of lettering pens, development of monograms. *Color:* Color harmonies, complementary, analogous and monochromatic, color analysis, discussion of color theories, design and color in relation to dress and house furnishings; methods of teaching art appreciation through such problems.

Construction: The study of the industries most important to man should be continued, illustrated by projects in drawing and construction. The following topics are suggested for subject-matter: (1) the value of the industry to man; how we are affected by it; (2) the evolution of the industry, its story, its heroes of invention; (3) characteristics of the product, what constitutes excellence; (4) materials employed, source of supply; (5) processes involved; (6) tools used; (7) healthfulness; (8) hours and wages, the training of the workers; (9) references to the industry found in literature; (10) the part played by drawing and design; (11) the industry as depicted in art. The industries producing food, shelter, clothing, art products and records, utensils, tools and machines, light, heat and power are suggested for study.

Drawing III

Elective course in advanced drawing. Requirements: first and second year drawing or their equivalent.

This course is devoted largely to advanced drawing, which will give students the ability and confidence which will enable them to draw easily before their classes.

Representation: Nature and object drawing in pastels, charcoal and water color, figure sketching for use in illustration and posters. *Design:* Design and color in relation to costume design and interior decoration; the student is allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excel-

lence. The students should also contribute largely to the school needs in the way of posters, charts, designs for festivals and pageants, and covers for school publications.

Drawing IV

Suggested elective course in art appreciation 20 periods or 40 hours.

History of art and architecture: elements of beauty, line, dark and light color; relation between architecture, sculpture and painting; development of modern architecture; brief history of painting and sculpture.

Picture study: choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts: textiles, pottery, metal work, woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited when possible, and traveling exhibitions may be secured for the school.

Crafts Work

The course in Crafts Work includes instruction and practice in reed-work, the eight fundamental weaves; the coloring, knotting and weaving of raffia; bead-work; the use of crepe paper for artistic purposes; weaving, etc. Some of the articles made are reed or raffia baskets, trays, lamps, bead fobs, chains and bags; crepe paper flowers, dolls of different nations, etc. The work is arranged for use in the different grades.

Geography

General Geography

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or phystography and a far greater number in the fields of economic and political geography with their relations to each other duly established. For example, such geographic influences under physiography as position, form, size, relief, climate and drainage may be taught, provided they are made to bear upon man and his life and work. Not the mere physical facts but their human bearing must concern us. A series of examples or "problems" may best develop the significance of such influences. Such a broad course can not ignore the fact that native or racial genius, religious belief, national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples. International relations, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

CORNER OF STUDENTS' REST ROOM

CLASS IN COOKERY

Geography Methods

A study of teaching practice (or method) in the presentation of this subject in the grades. This includes enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present — journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each are presented. A study of the material available to the teacher is made — text books, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips is included and there is an intensive consideration of New York State geography as recommended in the state syllabus.

Music

All students are examined upon entrance, and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies, are assigned to a special class for intensive instruction. A daily period of such instruction is given for a term of twenty weeks. The work of this class consists of ear and voice training, song singing and the fundamentals of music reading.

First year

The work of the two semesters includes the following:

Music Appreciation

This course includes a brief study of the lives and works of the Masters; conventional forms of composition; demonstration with piano, with vocal music and with records; study of standard operas and symphonies; attendance when possible upon concerts and recitals.

Music Reading

Ability to read at sight material found in such books as the Congdon Printers; Hollis Dann course, second, third and fourth books; Progressive, books 1 and 2; Harmonic Course, Primer and Book 1; New Educational Series, Primary Melodies and book 1.

Ear Training

Recognition of major and minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the dominant subdominant, relative and tonic minor keys, familiar songs, period, phrase, two and three part forms, authentic, plagal cadence and semicadence. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

Notation and Terminology

Notes, rests, measure and measure signatures, staff, clefs, major scales, dynamic signs, signs of expression as found in readers used,

terms expressing power, tempo, style; use of accidentals, writing of all forms of minor scale, syncopation, complet, triplet, etc.

Songs

Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for primary grades, study of two-part songs especially adapted to the needs of fifth and sixth grades.

Second year — Semester 3

Methods

1 Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. These lessons include songs taught by imitation, lessons in music reading with ear training, lessons in musical notations. The textbooks used in giving these lessons are in the hands of the pupils for every-day practice.

2 Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies familarize students with their practical import.

3 The class is furnished with graded lists of songs and song books suited to the various types of work done in the schools. Pitch pipes, staff markers and other material are recommended.

4 Observation and practice teaching.

Library Methods

Outlines of Lessons

Use of the library

Arrangement of books in our library. Location of special collections, library tools, children's books, etc. Regulations — charging books, fines, library etiquette, etc. Use of the card catalog.

The book

Study of printed parts. Title page, preface, table of contents, illustrations and maps, text, appendix, bibliographies, index. (Emphasis on the use of table of contents and the index.)

Reference books (general)

Dictionary. What it contains. How to use it as a reference book. Arrangement. Abbreviations, etc.

Encyclopedias. When and how to use them. Comparison of most important ones.

Yearbooks. Handbooks.

Reference books (special subjects)

Statistics and social questions; useful arts; fine arts; literature; debates; geography; atlas; biography; history.

Picture collection and clippings file. Sources of material. How to arrange and mount.

Magazines. Study of types of magazines. How to use the Readers Guide, and Pool's Index.
School library aids from United States Government; which are important; which may be obtained free; aids from State Education Department; aids from the public library.
Book selection for schools and teachers.
Principles.
Lists.
Teaching the use of the library in the eight grades.

Home Economics

Cookery

The subject matter of this course deals with the methods of preparing and cooking the types of food most commonly used in the home, together with some practice in the planning and preparation of meals.

Sewing

The fundamental processes of technique are taught through the construction of simple household articles, undergarments and cotton dresses. Patching and darning, the use of commercial patterns and the use of the sewing machine are included.

Nutrition

The objectives of this course are the establishment of good food practices, the development of the right attitude toward food and information regarding nutritive requirements of child and adults: the construction of dietaries for people of different ages; criterions of good nutrition, causes of malnutrition and the function of the grade teacher in the prevention and correction of malnutrition.

Penmanship

The prospective elementary teacher is trained to acquire two outstanding qualifications: first, the ability to write a good hand herself, one that combines legibility, ease and speed; second, a knowledge of how to teach penmanship to children. Poor writing in school is due largely to an inefficient method of procedure.

The teacher is trained to recognize ideals and limitations, especially for the grade or grades in which she is to work. She should know what can be reasonably expected. Along with the knowledge of how much to expect goes the ability to judge good work and to bring about improvement through constructive criticism.

Special attention is given to the habit of correct posture. The teacher is trained to realize that the best results in penmanship can not be attained unless the principles taught are applied in every written exercise. Nothing but the best written work of which the pupil is capable shall be accepted in the ordinary routine of school work

Special Class Method

This course includes consideration of the following topics. The place of mental defectives in the community and in the school. The aim of special teaching. The meaning of good discipline. Why these children are more difficult to control than normal children. Importance of good habits with these children. Why they misbehave. When a defective child is good. Punishment. The handling of difficult cases. Preparatory class in the schools. Sense training. The teaching of reading, oral and written work, number work, physical training, geography, history, and vocational work.

Kindergarten

Kindergarten Theory —Third Semester

Play Materials

A brief history of play based upon Spencer, Gross, Froebel, Dewey, Hall, Caldwell and Cooke. Study of the play and work materials of the period, and the play and constructive interests. Comparative study of Froebel's gifts, Hill blocks, Montessori didactic apparatus, and the Macmillan nursery materials.

Method

Talks by teacher, discussions, projects worked in classroom and kindergarten. Required reading.

Games and Rhythms

The development of a broader knowledge and appreciation of the value of play in education, a study of its development from infancy to the eighth year based upon instincts, interests and physical development. A study of games and rhythms suited to the age and interests of children, with practical application on the floor.

Music Course

The kindergarten music course states the aims of kindergarten music to be the developing of a love for music by supplying the correct musical expression through approved method. The training of the ear of the rhythmic sense and of the pitch sense, the discovery of the singing voice and its correct use, the learning of songs graded as to ability and experience of the child.

In the methods class the use of the music appreciation period and a proper introduction to the new singing expression is stressed. Methods of developing a rhythmic sensitiveness to regularity of beat. Accent and phrasing in logical order by employing a variety of rhythms are taught the student. Devices used in eliminating monotones are worked out. A judicious use of the piano in accompaniments is discussed. The child voice, transposing, judging and teaching a rote song are taken up for study. Lists of material for rhythms, songs and appreciation lessons are supplied. The organization of toy bands is considered.

FREE ACTIVITY PERIOD

Four kindergartens are maintained for model and practice teaching.

Kindergarten Theory — Fourth Semester

Kindergarten Procedure

A short history of the rise, developing and spread of the kindergarten in Europe and the United States, the hygiene, sanitation and equipment of the kindergarten. The relation of the teacher and the home. Business management.

Method

Talks by teacher, discussions. Required reading.

Games, Rhythms and Folk Dances

The classification, adaptation, practice and construction of games, rhythms and dances, followed by practical work with the children on the floor.

Hand Work — Third and Sixth Semesters

The development of an appreciation and understanding of industrial arts as a mode of expression, a study of child life to determine basis for selection and use of materials and method. Experimental work with materials, such as clay, paper, cardboard, weaving and sewing materials, water colors, paints, wood, tools, waste materials, etc., to give students increased mastery in skill and technique. Practice teaching in the classroom to establish standards for judging the work of children.

History of Children's Literature

A short survey of books written for children from the sixteenth and seventeenth centuries to those printed in the twentieth century. Selection of books for children, the formation of literary standards, story-telling, the gaining of skill in telling, in selecting and adapting stories for children.

Method

Talks by teacher, discussions. Required reading. Examination of books, book notes, story-telling in class, in kindergarten. Required reading and bibliographies.

Special Music Course

Sight Singing and Ear Training

The purposes of this course are, (1) to give the student-teacher skill in reading, (2) to apply the instruction in music methods and (3) to familiarize students with the various music books now in general use in the public schools.

Notation

Notation includes the writing of the major, minor and chromatic scales, use of accidentals, writing various forms of rhythm including all notes and rests and the use of signs most commonly found in music.

Melody Writing

Melody writing is studied to enable the teacher to illustrate any point of a music lesson, as a teacher of languages must do in a language lesson; in other words to acquaint the teacher with the natural laws governing tone progression, so that she may write musical phrases and periods as readily as she writes English sentences.

Music History

Music history receives sufficient attention to make the teacher familiar with the works of such standard and classic composers as will enable her to select wisely the music to be rendered in her school, and to arrange programs for classes in Music Appreciation. The Victrola and piano player are used to show how instruction can be carried on in schools with small musical equipment. Free organ recitals, orchestra rehearsals and concerts aid in bringing about the desired results.

Child Songs

The study of songs suitable for the various grades, the selection of songs for special days, and practice in singing these songs, with a study of voice conditions from the Kindergarten to the High School, give a practical training needed by every teacher of music.

Methods of Teaching

While some attention is given in each department of work to the methods of and procedure involved, special instruction in the best methods of teaching music in the school, forms an important part of the course of study. The methods considered are not those of any one school, but are based upon those educational principles which experience has shown to be fundamental in all teaching.

Observation and Practice Teaching

Observation of Model Teaching, and practice in teaching in various grades the Normal Training School, round out the course in a practical way, which only experience with actual conditions makes possible.

In addition to subjects regularly required in the Special Music Course, there are unusual opportunities for students to secure additional training. Private instruction which may be had from skillful teachers in the voice, piano, organ, violin or nearly any orchestral instrument, at moderate prices.

Orchestra

Anyone having sufficient skill in playing any instrument found in a symphony orchestra has the opportunity to play in a large school orchestra under skillful leadership. For all students of less skill there is a second orchestra.

Voice and Instrumental Lessons

Beginning September 1926, class lessons in two orchestral instruments will be a required part of the Special Music Course. Private lessons in the voice or on the organ, piano, or any orchestral or band instrument are available under skillful instructors. There is no charge for the required class lessons, but there is a moderate charge for private lessons. Private lessons are not required, but, because of the very rapid development of instruction in instrumental music in the public schools, it is obvious that those who wish to become public school music teachers should take advantage of every opportunity to acquire mastery of one or more musical instruments.

Special Drawing

The Special Drawing Course includes the subjects named on page 23. The work covered in Drawing Methods I and II is outlined on page 31.

Aside from Drawing Methods the principal types of work covered in the course are the following: Aids and devices for teaching free hand drawing (or representation), design and mechanical drawing. Principles of design illustrated by applied work, such as applique, embroidery, crochet, stencil, block print, gasso, batix; lettering for posters, headings for school papers, booklets, etc. A thorough drill in principles of perspective, accented line, light and shade color, etc., and use of different mediums such as pencil, crayons, water color, etc.

The crafts work includes instruction and practice in reed-work, the eight fundamental weaves, coloring, knotting and weaving of raffia, bead work, the use of crepe paper for artistic purposes, weaving, etc. Some of the articles made are reed or raffia baskets, trays, lamps, bead fobs, chains and bags, crepe paper flowers, dolls of different nations, etc. The work is arranged for use in the different grades.

The advanced design takes up interior decoration and costume design which are preceded by the study of the history of period-furniture. There is also included in the work of the Senior year the history of art, sculpture, and architecture accompanied by daily application in drawing of the principles learned, and by the preparation of illustrative collections of pictures, etc., for future use in teaching.

Potsdam Normal School

prepares for the following fields of teaching:

KINDERGARTEN - PRIMARY
INTERMEDIATE
JUNIOR HIGH SCHOOL
SPECIAL MUSIC
SPECIAL DRAWING

Special preparation in any fundamental subject or music, drawing, shop-work, printing, physical training, hand-work or special-class teaching in connection with a regular course

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Potsdam State Normal School

POTSDAM, NEW YORK

CATALOGUE, 1925-26

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1925

Potsdam State Normal School

POTSDAM, NEW YORK

CATALOGUE, 1925-26

POTSDAM STATE NORMAL SCHOOL

SCHOOL CALENDAR

1925

Monday, February 2nd, Second semester begins
Monday, February 23rd, Washington's Birthday, Holiday
Friday, April 3rd, Third quarter ends
Monday, April 6th, Fourth quarter begins
Thursday, April 9th, Easter vacation begins, 4:00 P. M.
Monday, April 20th, Easter vacation ends, 8:30 A. M.
Friday, May 29th, Senior Day
Monday, June 1st, Memorial Day, Holiday
June 8-10th, Final examinations
June 12–17th, Commencement Week

Monday, July 6th, Registration, Summer session
Tuesday, July 7th, Classes begin, Summer session
Friday, August 14th, Summer session ends

1925–1926

Tuesday, September 8th, Registration Normal Department
Wednesday, September 9th, Classes begin, 8:30 A. M.
Monday, October 12th, Columbus Day, Holiday
Friday, November 7th, First quarter ends
Monday, November 9th, Second quarter begins
Tuesday, November 24th, Thanksgiving vacation begins, 4:00 P. M.
Monday, November 30th, Thanksgiving vacation ends, 8:30 A. M.
Friday, December 19th, Christmas vacation begins, 4:00 P. M.
Monday, January 5th, Christmas vacation ends, 8:30 A. M.
January 25–27th, Mid-year Examinations
Friday, January 29th, First semester ends
Monday, February 1st, Second semester begins
Monday, February 22nd, Washington's Birthday, Holiday
Thursday, April 1st, Third quarter ends
Monday, April 12th, Fourth quarter begins
Thursday, April 1st, Easter vacation begins, 4:00 P. M.
Monday, April 12th, Easter vacation ends, 8:30 A. M.
Friday, May 28th, Senior Day
Monday, May 31st, Memorial Day, Holiday
June 7–9th, Final examinations
June 11–16th, Commencement Week

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

And years when terms expire

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1924 Adelbert Moot, LL.D.....*Vice Chancellor,* Buffalo
1927 Albert Vander Veer, M.D., M.A., Ph.D., LL.D....Albany
1925 Charles B. Alexander, M.A., LL.B., LL.D., Litt.D.Tuxedo
1928 Walter Guest Kellogg, B.A., LL.D.....Ogdensburg
1932 James Byrne, B.A., LL.B., LL.D.....New York
1931 Thomas J. Mangan, M.A.....Binghamton
1933 William J. Wallin, M.A.....Yonkers
1923 William Bondy, M.A., LL.B., Ph.D.....New York
1930 William P. Baker, B.L., Litt.D.....Syracuse

President of the University and Commissioner of Education

Frank P. Graves, Ph.D., Litt.D., L.H.D., LL.D.

Deputy Commissioner and Counsel

Frank B. Gilbert, B.A., LL.D.

Assistant Commissioner and Director of Professional Education

Augustus S. Downing, M.A., Pd.D., L.H.D., LL.D.

Assistant Commissioner for Secondary Education

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Normal Department

ANNA P. DRAIME.....*Dean of Women; English*
Syracuse, Ph.B., M.A.

O. H. VOELKER.....*Superintendent of Training School*
Olivet College, A.B.; Columbia University, A.M.; Columbia Summer School (four sessions).

EDWARD W. FLAGG.....*Professor of English Emeritus*
Yale, B.A.; Yale, M.A.

WILHELMINA CALDWELL.....*Director of Kindergarten*
Graduate of Lucy Wheelock Kindergarten School; Summer sessions at Martha's Vineyard Institute; Hyanis Normal; Chautauqua; Teachers' College; Columbia University.

ARLINE DENISON
Principal of Primary Department; Supervisor of English
Graduate Geneseo Normal School; New York State College for Teachers, B.S.; Michigan special courses; Columbia extension course; Yale extension course; Rochester University Summer School (three sessions).

MARION FORSYTHE.....*Supervisor of Geography*
Graduate Potsdam Normal School; Columbia University Summer School (one session).

MRS. NELLIE E. JORDAN.....*Supervisor of Arithmetic*
Graduate Plattsburg Normal School; Columbia University Summer School (one session).

FRANCES L. LEITZELL
Principal of Intermediate Department; Supervisor of Reading
New York State College for Teachers, Pd.B.; Columbia University Summer School (one session).

JESSIE J. MCNALL.....*Supervisor of Nature Study, Biology*
Graduate Geneseo Normal; Michigan, B.A.; M.S.; Columbia University Summer School (one session).

JESSICA C. REID.....*Supervisor of History*
Graduate Oneonta Normal School; Columbia University Summer School (four sessions).

BLANCHE R. SANFORD.....*Supervisor of Drawing*
Syracuse Normal Art and Design; Chautauqua Summer School (three sessions); New York University Summer School (one session).

Marie A. Schuette.....*Supervisor of Music*
Oshkosh Normal; Crane Institute; Columbia, B.S., Supervisor's Diploma.

Dwight H. Stevenson.....*Education*
Park College, A.B.; Ohio State University, M.A.; Ohio State University (two years).

John W. Maxcy.....*Physical Director, Coach*
Graduate Peru State Normal School (coaching courses); McPherson College, B.A.; University of Texas (eight weeks course); University of Illinois (physical training course); Columbia University Summer School (two sessions).

A. Evelyn Abel.....*Librarian*
Syracuse, Ph.B.; New York State Library School; New York City Public Library; Syracuse Public Library.

Eunice Louise Badger.....*Assistant Physical Director*
Illinois, B.A.; Cornell Summer School (three sessions).

Ethel S. Bush.....*Health Teacher*
Graduate Oak Park Hospital, Chicago; post graduate Cook County Hospital, Chicago; graduate Illinois State Normal School; Columbia University, B.S.; Columbia Diploma in Health Education.

Ada B. Colburn.....*Household Arts*
Graduate Oneonta Normal School; Teacher's College Columbia University, B.S.; Columbia Summer School (one session).

Frank Merrill Cram.....*Organist*
Brown University (three years); Royal Academy of Music, London (one year); Stainer Exhibitioner; Associate American Guild of Organists; Fontainebleau School of Music.

Martha M. Graeper.....*Assistant in Kindergarten*
Syracuse, B.A.; Columbia, M.A.; Columbia Kindergarten Certificate.

Mrs. Hazel T. Hathaway.....*Drawing*
Syracuse, B.P.; Special Courses Columbia University.

Helen M. Hosmer.....*Music*
Graduate Potsdam Normal School; Crane Normal Institute of Music; Cornell Summer School (two sessions); Private Lessons, Organ and Voice, Cornell and Boston.

Mrs. Sophia F. Jennings.....*Supervisor of Penmanship*
State College for Teachers, B.A.; Pd.B.

Jennie C. Johnson.....*Supervisor of Spelling*
Graduate Potsdam Normal School; Columbia Summer School (one session).

Mrs. Sara S. Pfeiffer.....*Special Classes*
Auburn Training School; Vineland Training School; Oswego Normal Summer School (two sessions); Buffalo Normal Summer School (one session); Cornell Summer School (two sessions).

Charles W. Roda.....*Manual Training*
Graduate Oswego Normal School; Oswego Summer School (two sessions).

Susan A. Rose.....*Oral Expression*
Elmira, B.A.; Cornell (special work); University of Vermont; School of English Speech and Expression; Out-Door Players (one session); Martin Institute of Speech Correction.

Erva E. Skinner.....*Assistant Supervisor of Music*
Graduate Crane Normal Institute; postgraduate work Crane Institute.

Mrs. Bernice R. Van Housen.....*Special Classes*
Graduate Special Music Course Geneseo Normal School; Graduate Geneseo Normal School; Columbia Summer School (one session); Chautauqua Summer School (four sessions).

Senior and Junior High Schools

Henry J. Ackerman
Syracuse, A.B.; New York University, A.M.; Harvard Summer School (one session).

Charles R. Van Housen
Principal Junior High School; Latin, Civics
Graduate Geneseo Normal School; Columbia University Summer School (one session); Chautauqua Summer School (three sessions).

Ruth B. Aten.....*English; Girls Advisor*
Wisconsin two years; University of Chicago, Ph.B.

E. Harold Cole.....*Science*
St. Lawrence University, B.S.

Ellen C. Carey.....*Algebra*
Graduate Oneonta Normal School; Columbia University Summer School (one session).

Mrs. Sophia Jennings.....*Latin*
New York State College for Teachers, B.A.; Pd.B.

Lillian M. Reichard.....*English*
State College for Teachers, B.A.

Allen N. Roberts.....*Science*
Graduate Potsdam Normal School; Cornell Summer School (one session).

Dorris I. Stiles.....*History, English*
Graduate Potsdam Normal School; Columbia Summer School (two sessions).

Donald A. Traysor.....*Mathematics*
Hobart, B.A.

Julie T. Walling.....*History*
Graduate Potsdam Normal School; New York University (one year); Columbia Summer School (one session).

Millie L. Williams.....*French*
Wellesley, B.A.

Model School

Mabel J. Cousins.....*Principal*
Graduate Potsdam Normal School.

Mrs. Rose T. Barnett.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School (one session).

Mrs. Anna H. Bishop.....*Model Teacher*
Graduate New York State College for Teachers.

Clara L. Clark.....*Model Teacher*
Graduate Potsdam Normal School; Oswego Normal School.

Rose W. Eastman.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School (one session).

Ethel M. French.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School (one session).

Grace M. French.....*Model Teacher*
Graduate Potsdam Normal School; Columbia University Summer School (one session).

Mrs. Mary H. A. LaSon.....*Model Teacher*
Cortland Normal School; graduate Crane Institute; post graduate Crane Institute.

Mrs. Ivah B. Voelker.....*Model Teacher*
Graduate Michigan State Normal College; Columbia Summer School (two sessions).

Agnes L. Warwick.....*Secretary*
Ruth E. Letson.....*Stenographer*
John Foster.....*Superintendent Buildings and Grounds*
Dr. R. J. Reynolds.....*School Physician*

GENERAL INFORMATION

Location

Potsdam, the site of the Potsdam State Normal School, is an attractive village of beautiful homes and broad streets shaded by elm trees: it has about five thousand inhabitants, and is located in St. Lawrence County near the northwestern foothills of the Adirondack Mountains. It is reached by a branch of the New York Central Railroad, and by excellent State roads which lead in all directions to the mountains, to the St. Lawrence River and to the villages and cities of northern New York. There are located in Potsdam not only the Normal School, but also the Crane Normal Institute of Music, the Hawthorne Piano Forte School and the Clarkson College of Technology. The quiet but beautiful environment, and the interest and respect for schools characteristic of the community, make Potsdam an ideal school town.

Building and Equipment

Potsdam Normal School occupies a large building the greater part of which is of new construction. Exclusive of the offices, of the large auditorium, and of the gymnasium with adjoining rooms, the building contains seventy rooms used for purposes of instruction. It is attractive and spacious, and exemplifies the best thought in school architecture. The equipment throughout is in keeping with the building. A special feature is the large organ, one of the largest in northern New York, which is installed in the auditorium. The old wing of the building has been thoroughly remodeled, renovated and newly equipped. The three village schools of Potsdam are organized as part of the Normal School and their teachers are members of the Normal faculty. The Normal Department and Practice school, including the High School, are located in the main building; the Model Schools are in the grade buildings.

Function

The purpose of the Potsdam Normal School is to prepare teachers for the elementary schools of the State. In addition to preparing teachers for instruction in the junior high school, grades and kindergarten, the School maintains courses for the preparation of public school music teachers and drawing teachers.

Entrance Requirements

1. Candidates for entrance must be at least sixteen years of age.
2. Candidates must present a certificate from a registered physician showing that their condition of health is adequate for the demands of teaching.
3. Candidates must have completed a four-year high school course approved by the State Education Department. Either a local diploma

from a high school maintaining an approved four years course or a Regents' academic or college-entrance diploma will be accepted for entrance.

4. Applications for admission should be filed as early as possible. Application blanks may be obtained by addressing the Principal of the Potsdam State Normal School. They should be filled out in duplicate by the candidate, by the principal of the high school attended by the candidate, and by the superintendent of schools of the district or city where the candidate resides.

5. All candidates for entrance are required to sign the following agreement: "In consideration of receiving free tuition at a State Normal School I hereby obligate myself to teach in the schools of the State of New York."

Tuition

There is no charge for tuition to residents of the State of New York. Students from outside the State are required by law to pay tuition of fifty dollars per half year.

Advanced Normal Credit

Students who have completed at summer sessions of any New York State normal school, courses equivalent to those given during the regular school year will be given credit for these courses, if such students become candidates for a Normal diploma.

High school graduates will be allowed advanced credit on the following basis:

Training class certificate and one year of successful teaching, one year.

State life certificate, one year.

First grade certificate and five years' successful teaching, one-half year.

Rural renewable certificate and five years' successful teaching, one-half year.

Training Class Graduates who are not High School Graduates

A training class graduate who holds a training class certificate in addition to three years of high school work may offer this in lieu of graduation from high school and enter the normal school without condition but without advanced credit.

A training class graduate who holds a training class certificate in addition to three years' work in high school and who has had three years of successful experience may by completing four summer sessions in a State normal school secure a certificate whereby she may teach in the elementary grades in schools in supervisory districts.

A training class graduate who holds a training class certificate in addition to two years of high school work and who has had five years of successful experience, may by completing four summer sessions in a State normal school be certificated to teach in the elementary grades in schools in supervisory districts.

THE SCHOOL ORCHESTRA

College Credit for Normal Work

The State College for Teachers, Albany, will allow three years' credit toward a degree for the successful completion of the three year Normal course. Similarly New York University will allow three years' credit toward the B.A. degree in Education. Two years' credit for the first two years of the three year course is allowed in a number of institutions, including Teachers College, Columbia University; Rochester University, Department of Education; Teachers College, Syracuse University; and State College for Teachers.

Validity of Diploma

The diploma of graduation from the Potsdam Normal School constitutes a life license to teach in any public school in the State, and in any grade from the kindergarten through the eighth year after the kindergarten. As is explained more fully in subsequent pages, the course is planned so that each student makes special preparation for kindergarten-primary, intermediate, or junior high school teaching, but the diploma does not restrict its holder to any one of these fields of teaching. Graduates who specialize in any phase of junior high-school work as English, general science, etc., will be licensed also to teach that subject in the ninth grade.

The special music diploma permits its holder to teach music in grades or high school; and the special drawing diploma is a license to teach drawing in the grades of any school, and in high schools outside of villages and cities large enough to employ superintendents of schools.

Length of Course

All courses are three years in length. However, upon the completion of the first two years of any course, the student may upon request receive a credential which will permit him to teach three years before the third year's work is completed. If twelve hours work selected from the course of study for the third year is completed by the expiration of the third year of teaching, the student may teach two years more. At the expiration of this period, the temporary credential will lapse until the third year's work has been entirely completed. If necessary, much of the third year's work may be completed in summer sessions.

Demand for Teachers

There has never been as great a demand for teachers as during the last few years. The salaries paid during this period have been much larger than in preceding years. Although the upward trend in teachers' salaries has probably reached its highest point for the present, there is no reason to expect any decrease in the average salaries now paid. The reason for this substantial increase is fundamentally a growing realization throughout the country of the need of better schools and better teaching. There is, too, a general awakening to the fact that school officials must compete with industrial and commercial employers if they are to secure satisfactory teachers. The present is an opportune time for beginning a Normal School course.

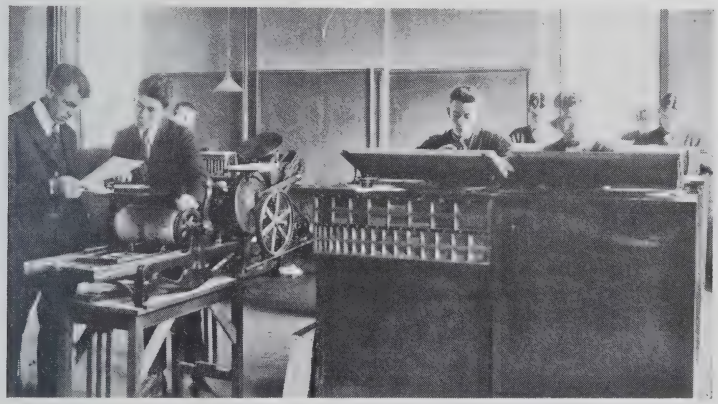
While the school does not guarantee to secure positions for all of its graduates, no competent teacher need be without a position. The beginning salaries of inexperienced graduates during the last few years have ranged from $1,000 to $1,450, averaging about $1,200. Students with successful teaching experience before entering Normal have received larger salaries than those named.

Living Accommodations and Expenses

The students live in various homes throughout the village which are registered with the school and form the approved list. The matrons in these homes co-operate with the school authorities in giving the students a congenial home life and in governing their social interests. Prospective students are required to make arrangements for rooms through the office, so that no confusion may result from renting rooms not on the approved list. This is done in the interest of the students and of the town people who register with the school. A list of approved boarding and rooming places will be mailed upon request.

Rooms range in price from $1.50 to $4.00 a week, depending upon whether one or two students occupy a room, and upon the size and accommodations available. Board may be obtained for from $6.50 to $7.00 a week. There are a number of houses which offer both room and board. Students who wish to board themselves can arrange to do so, but this is not advised if it can be avoided. There is also some opportunity to place students in homes where they may help with house work in return for board and room.

In addition to the cost of room, board, laundry, travel and such personal expenses, as of clothing, which must be incurred wherever the individual may be, the actual expenses of attendance at Potsdam Normal School do not need to exceed thirty-five to fifty dollars a year.



IN THE PRINT SHOP

SCHOOL LIFE

Social Life

It is the aim of the faculty to make school life in Potsdam such that it will be remembered as one of the happiest periods in the experience of those who attend the Normal. With this in view, the faculty co-operate with the student body in planning their social activities and creating a natural home-like atmosphere. It is felt that this is in reality a vital part of the school life, as the students — prospective teachers —are to go out into communities where they themselves become leaders in the life of their own schools. In addition to this more thoughtful phase of the social life, there is the belief that pure, wholesome fun makes better students.

There are certain social events which have become established parts of the school life. On the opening night of the school year, the seniors plan a Big Sister Party when the incoming students are welcomed. The Hallowe'en Masquerade, a time honored custom of the school; banquets and parties given by the classes and societies; the Saturday afternoon At Homes when the school keeps open house for all its students; Senior Day in the late spring; and finally, festivities of commencement, are among the interesting good times planned for and by the student body. These, together with opportunity for out of door sports which Potsdam's location affords, make student life attractive.

Students are favored in the associations formed through their church affiliations, where the townspeople are most cordial in their relations to students. In fact those who do not enter into church activities deprive themselves of many happy times throughout their school course.

Regulations

It has been the policy of the school to allow its students the greatest freedom possible while they are in attendance, since such freedom leads to a stronger personality in the individual student. From experience, however, it has been found that there are certain regulations which are for the best interests of the members of the school.

Among these regulations the following are important:

1. Students are to spend the evenings of school days in study at their rooming places, unless special permission is granted.
2. Hours for week-end activities extend to 11:30 for informal affairs and 1 o'clock for formal functions.
3. All parties attended by students must be chaperoned.
4. Students desiring to leave town during the school term are allowed to do so only upon permission.

Health Education

Health Education in the form of both physical training and class instruction in the care of the body, is given an important place in the school work at Potsdam. This work is planned with two objects in view: (1) To help each student to secure and maintain the highest degree of physical vigor attainable in his case, to the end that he may secure the greatest possible returns from both his work and his play; (2) to prepare students to conduct the work in physical training and health education in their own class rooms later on. Inter-class and inter-school athletics are given a prominent place in the program of Health Education.

An athletic association has been formed by the Normal School students and basketball and other teams are maintained. Members of the Hiking Club enjoy frequent tramps, long or short. Often these tramps include a "bacon-bat" or "corn-roast," and occasionally a week-end is spent in camp at some of the many near-by beautiful spots in the mountains or on lake or river. A safe and convenient skating rink is available for use during the winter months, and a hillside, five minutes' walk from the school, provides an ideal natural toboggan slide.

So far as possible the physical training is by means of games which make the gymnasium work a real pleasure instead of a dull grind. Due attention is given, however, to preparation for leadership in classroom setting-up drills and in games suitable for grade children in their rooms and on the playground. Instruction in modern phases of public school health education is also afforded in the classes of the health teacher. Here, too, is the double object of safeguarding the health of the students and of preparing them to perform the same service for the children who will later be entrusted to their instruction.

Each student upon entering the Normal School is required to have a medical examination either by the school physician or by a physician of his own selection. Where necessary, treatment is suggested or required. During the time spent at school, students are under careful observation and are given prompt attention if there are indications of illness. The health teacher visits in their rooms students who are detained from school by illness, and makes sure that they are having proper care. Both for their own good and for the sake of their future usefulness to the State, the Normal School will not continue on its rolls students who are physically unfit to become teachers.

School Societies

For many years there have been maintained at Potsdam four student societies formed for the purpose of developing the literary and debating ability of their members. Membership in the Alpha and Calliopean societies is open to the Normal girls while the Francis Baconian and Delphic societies are the boys' organizations. The societies meet weekly and from time to time hold public meetings for the purpose of showing their work. In addition to the more

HALLOWEEN COSTUMES

"THE RIVALS"

formal programs, evenings are given over from time to time to social diversion. Graduates of the school speak in high terms of the work done in these societies.

The Dramatic Club, a more recent organization, is composed of both young men and young women. The work of this club is entirely along the line of dramatic study. Each year one or more well known plays are presented.

The student Young Women's Christian Association is a young but growing organization. The enrollment averages about 80 members. Regular meetings are held weekly. Devotional topics and topics of world interest are discussed or debated at the general meetings. The organization sends a delegate to the annual Silver Bay Conference.

The Athletic Association, the Hiking Club and the Skating Club have been mentioned elsewhere.

School Entertainments

As a part of the regular life of the school, definitely planned for the three-fold purpose of affording wholesome amusement, of broadening the students' outlook on life, and of inspiring them to the formation of worthy ideals of living, there is given in the school auditorium each year a series of lectures and entertainments of various kinds. "The Amelia Morey Fund" provides an income which brings several strong speakers to Potsdam each year without cost to the students. When there is an admission charge to students, it is much lower than is usually charged, and is set at an amount which will barely pay the expenses of the entertainment.

The lectures and other entertainments listed below are typical of those given during the last year and a half.

Lectures

Hon. Josephus Daniels Former Secretary of the Navy	"The Challenge of Peace"
Mr. Vilhjalmur Stefansson, Arctic Explorer	"The Friendly Arctic"
Dr. Willard T. Grenfell	
Dr. Paul Voelker President, Olivet College	"As a Man Thinketh"
Mr. Cameron Beck Personnel Director, New York Stock Exchange	"The Cost of Success"
Mr. Charles Paddock "Olympic Champion," "the fastest runner in the world"	"The Spirit of Sportsmanship"
Mr. N. K. Dhalwani A native of India	Illustrated lecture on life and customs in India

Musical Entertainments

Comic operas: "The Impressario" (1922) "Cosi fan Tutti" (1923).

By the companies organized by W. W. Hinshaw, which appeared in most of the large university centers during the years mentioned.

Cecil Arden Mezzo-Soprano of the Metropolitan Grand Opera Company	Concert
Macfarren Symphony Quartet	Concert
The Chapel Singers	Concert

And others

Entertainments by Students

Comedy, "Billeted"	Normal Dramatic Club
Comic Opera, "The Mikado"	By various school organizations
Debate	Normal Dramatic Club vs Francis Baconian Society
A Health Pageant, "The Conflict"	One hundred Normal students
A variety of excellent concerts	The Organ, "The Special Music Department Girls," the Orchestras, The Choruses, etc.

Music a Part of the School Life

A chorus numbering about one hundred members is sustained by the school. Membership is attained through the completion of certain voice and sight reading requirements, but may be gained through examinations which prove one's ability to do the work undertaken by the club. At the music festival given annually there is usually performed some work like Gade's "Crusaders," Gaul's "Joan of Arc." The chorus is accompanied by the Normal orchestra and aided by soloists of note. A chorus of young women from the Special Music Course, and one from the Crane Institute are always under training.

An orchestra numbering about thirty pieces is a permanent feature of the school. To this all students who play any orchestral instrument sufficiently well, are welcomed. A limited number of instruments is available for practice and use in the orchestra and they are given out to such students as desire to devote time and faithful practice to the work. Students who enter the school with sufficient skill are permitted to play in the first orchestra. A second and a third orchestra and a school band are also maintained.

Vocal lessons and instruction on any orchestral or band instrument by skillful teachers, may be had at very moderate rates. Opportunities for ensemble playing are also provided.

The new four manual organ has made it possible to maintain a series of organ recitals by the resident organist. These have been attended by large and enthusiastic audiences and have given the school and the public musical advantages rarely available outside of

the large cities. Instruction in pipe organ playing is available under a teacher of high rank.

The piano department is so well established that it has the dignity of a piano school in which students may pursue a four years' course and from which they may be graduated as piano teachers and concert artists. For particulars write for circular of the Hawthorne Piano-Forte School.

Morning Assemblies

The morning assemblies in the spacious auditorium constitute an interesting and inspiring introduction to the day's activities. The stirring march music of the school orchestra is no small factor in securing this result. In addition to singing and the weekly programs by students in the public-speaking classes, all departments are called upon to show something of the work they are doing. Dramatizations of literature, of history and of arithmetic by grade children, a fashion-show by students in domestic art, a chorus by the special music girls, a selection by the toy orchestra from the kindergarten, talks on current events by history methods students, are typical of the programs presented from morning to morning.

A CORNER OF STUDENTS' REST ROOM

ORGANIZATION AND COURSE OF STUDY

Organization

The Potsdam Normal and Training School includes three departments, as follows:

The Normal department for the training of students in the theory of teaching and in the science of education.

The Practice School consisting of kindergarten, primary, intermediate, junior high school and senior high school departments, where students are trained in the art of teaching.

Model Schools in which opportunity is given for the required observation of teaching.

Summer School

A Summer School of six weeks is an established part of the work of the school. Nearly all courses offered during the regular school year may be pursued at the Summer School. There is, however, no opportunity for practice teaching during the summer session. In general the successful completion of the work of one summer session gives credit equivalent to that earned in one-fifth of a school year. Students may complete a considerable part of the three year Normal course at summer sessions. A special Summer School Bulletin is printed each spring and will be mailed upon request.

Courses of Study

Three courses of study are offered, the Elementary Teachers Course, including what has been called in the past the Kindergarten-Primary Course, the Special Music Course and the Special Drawing Course. The two courses last mentioned may be combined in a Special Music and Drawing Course.

The curriculum and outlines of the subjects included in the curriculum may be found in the following pages.

All students taking the Elementary Teachers Course pursue the same subjects during the first year, and make special preparation during the second and third years to teach in the kindergarten and the first three grades, *or* in grades four, five and six, *or* in grades seven, eight and nine. The diploma received upon the completion of the course is a life license to teach in the kindergarten or in any grade of any elementary school in the State.

The Special Music Course is planned to meet the needs of schools where instruction in music does not require the full time of the teacher, and schools in which departmental teachers are employed. This is a three year course leading to a regular Normal diploma, but one in which the student majors in music by making substitutions which result in an average of about two periods of

music per day, throughout the course. Graduates of this course secure positions as departmental teachers of music or of music and some other subject, or as assistants to music supervisors, or have charge of music in small schools. A list of the subjects included in this course, and an outline of the content of each of these subjects will be found on pages 23 and 40.

The Special Drawing Course is similar in general purpose to the Special Music Course. A list of the subjects contained in this course and an outline of the content of these subjects will be found on pages 23 and 42.

The Special Music and Drawing Course combines the Special Music and Drawing Courses by including the music and drawing in these two courses and adding a sufficient number of fundamental general subjects to make a total of one hundred and twenty hours for the three years' course.

Election of Special Subjects. Students so desiring may specialize during their third year and to some extent during their second year in subjects in which they are particularly interested. This may be done by means of special teaching assignments, by the election of special subjects, or by both such teaching and such election of courses. In addition to the fundamental subjects regularly taught in the grades, there are available for election music, drawing, handwork, manual-training, printing, physical training, and special-class teaching. The School affords abundant equipment and opportunity for special work in each of these fields.

Principles of Organization of Courses

The Elementary Teachers Course and the Special Music and Drawing Courses include (1) the study of the principles of education, of methods in elementary school subjects and of background courses designed to broaden the student's general knowledge of the subjects he is to teach; (2) the observation of model teaching, and (3) the application in the Practice School of the principles studied in the Normal class rooms and observed in the model classes. The psychology taught in the first year is the nucleus of the work of the three years.

The effectiveness of the Normal training is measured by the efficiency shown in practice teaching. The practice teaching is second in importance to no other part of the course. In the Practice School are tested the practical values of the principles and methods presented in the Normal class rooms. The work required of student teachers in the Practice School embraces class instruction, supervision of study periods, class organization and discipline under the immediate oversight of skilled supervisors. This experience reveals the elements of strength and weakness in each student-teacher and makes possible the correction of faults and the establishment and strengthening of good qualities.

CURRICULUM FOR NORMAL SCHOOLS OF NEW YORK STATE

Courses for Kindergarten-Primary, Intermediate and Junior High School Divisions are identical the first year. Differentiation begins the second year.

First Semester		Second Semester	
Essentials of English I	3	Essentials of English II	3
Health Education	2	Health Education	2
Arithmetic	4	General Geography	3
European History	3	Penmanship	2
Intro. to Teaching	2	Music	3
Drawing	3	Psychology	3
Music	2	English Literature	3
Observation	1	Observation	1
	20		20

Kindergarten-Primary (1, 2, 3)		Intermediate (4, 5, 6)		Junior High (7, 8, 9)	
Third Semester		**Third Semester**		**Third Semester**	
Primary Reading	3	Drawing	3	Drawing	3
Health Education	3	Health Education	3	Health Education	3
Kindergarten Theory	3	Geography	3	Geography	3
Music	2	Music	2	Music	3
Nature Study	2	Nat. Study & Ele. Science.	3	Nat. Study & Ele. Science.	2
Handwork	4	History	3	History	3
Songs and Games	3	Technique of Teaching (School Econ. & Observa.)	3	Technique of Teaching (School Econ. & Observa.)	3
	20		20		20
Fourth Semester		**Fourth Semester**		**Fourth Semester**	
Kindergarten Theory	3	Music Appreciation	2	Music Appreciation	2
Music Appreciation	2	Industrial Arts (Handwork)	3	Physical Training & Games	3
Industrial Arts (Handwork).	3	Physical Training & Games	3	Health	2
Health	2	Health	2	Elec. & J. H. S. field	3
Observ. & Practice Teach.	10	Observa. & Practice Teach.	10	Observa. & Practice Teach.	10
	20		20		20
Fifth Semester		**Fifth Semester**		**Fifth Semester**	
Library	2	Library	2	Library	2
Reading Methods	3	Reading Methods	3	*General Science	3
Participation	5	Participation	5	*Any basal sub'ect	3
Conference	1	Conference	1	*Domestic Science or Art	3
Elective	3	Elective	6	*Shop or Printing	3
History of Education	3	History of Education	3	*Crafts Work	3
Technique of Teaching	3			*Special Class Method	3
				*Speech Correction	3
				Economics	3
				Participation	5
				Conference	1
				History of Education	3
	20		20		20
Sixth Semester		**Sixth Semester**		**Sixth Semester**	
Observa. & Practice Teach.	3	Observa. & Practice Teach.	3	Observa. & Practice Teach.	3
Children's Lit	3	Prin. of Education	3	J. H. S. English	3
Conferences	2	Conferences	2	Conferences	2
Prin. of Education	3	Penmanship	2	Prin. of Education	3
Handwork	2	Reading & Juv. Lit	3	Penmanship	2
Tests and Scales	2	Tests and Scales	2	Tests and Scales	2
Sociology	2	Sociology	2	Sociology	2
Specialized Psychology	3	Specialized Psychology	3	Specialized Psychology	3
	20		20		20

* Select two.

SPECIAL MUSIC COURSE

General Subjects

First Year

Introduction to Teaching	2
Psychology	3
English 1 and 2	6
Penmanship	2
Reading	3
Arithmetic	4
Health Education	4
	24

Second Year

Drawing I and II	6
Geography Methods	3
History Methods	3
Health Education	3
School Technique	3
Teaching	5
	23

Third Year

Principles of Education	3
Literature	3
Nature Methods	3
Health Education	3
Electives	9
Teaching	3
	24
	71

Special Music

First Year

Sight Singing	6
Chorus	2
Notation	2
Theory	2
Methods	2
Rote Song	1
Observation	1
	16

Second Year

Sight Singing	6
Chorus	2
Melody Writing	3
Music Appreciation	2
Teaching	5
	18

Third Year

Sight Singing	6
Chorus	2
Harmonic Analysis	3
Elementary Harmony	1
Music Appreciation	2
Teaching	3
	17
	51

SPECIAL DRAWING COURSE

General Subjects

First Year

Introduction to Teaching	2
Psychology	3
English I & II	6
Music I & II	5
Arithmetic	4
Health	4
	24

Second Year

Penmanship	2
Reading Methods	3
Geography Methods	3
History Methods	3
Health	3
Music III	2
Teaching	5
	21

Third Year

Principles of Education	3
School Technique	3
Literature	3
Nature	3
Health	3
Elective	9
Teaching	3
	27
	72

Special Drawing

First Year

Design Drawing	5
Drawing Methods I	3
Drawing Methods II	3
Free Hand Drawing	5
	16

Second Year

Adv'ced Free Hand Drawing	5
Mechanical Drawing	5
Crafts Work	3
Practice Teaching	5
	18

Third Year

History of Architecture, Painting and Sculpture accompanied by practical application of principles studied.	5
Interior Decoration and Costume Design with preliminary study of History of Period Furniture	5
Practice Teaching	3
	13
	47

The SPECIAL MUSIC AND DRAWING COURSE includes the special music and drawing subjects named above with additional general subjects to aggregate one hundred and twenty hours.

CHORUS FROM SPECIAL MUSIC COURSE

EDUCATION

Introduction to Teaching

To provide a "guidance" function by furnishing such information as will enable the student to select a specific curriculum at the end of the first year. Teaching as a profession, its needs, personal requirements, attractions of profession and its importance. Various types of teaching service and discussion of specific problems arising in the grades with the qualifications necessary to meet them. Occasional visits to certain grades of practice school.

Psychology

An elementary course in psychology. Child psychology to the age of adolescence or a basic course to the science of teaching, aiming to prepare the way for the work in observation and practice teaching. Topics suggested are: (a) Instinctive tendencies, (b) habit formation, (c) memory, association and economy of learning, (d) the thought processes, (e) the laws of learning, (f) the technic of study, (g) the extent and causes of individual differences among children and use of intelligence tests in determining them, (h) treatment of exceptional children.

Technic of Teaching (School Economy)

A course to give practical application through observation accompanying it to such topics as: Objectives in training, selection and organization of subject matter, types of lessons, the recitation, the assignment, the question, what constitutes a successful recitation, the socialized recitation, the project and problem method, teaching children how to study, supervised and independent study, lesson plans, programs, practical use of tests and scales to determine progress, problems in discipline, motivation of school work.

History of American Education

European background and influences considered only incidentally to assist understanding of American education as developed through colonial and early national periods; half century struggle to establish educational and industrial changes; major emphasis given to such current developments as vocational education, education of defectives, university extension, standard tests, "project" idea, the Gary plan, county unit consolidation and others.

Educational Tests and Scales

A brief course which aims to familiarize the classroom teacher with the "measuring" movement in education. Sufficient acquaintance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in tests will be provided. How to measure the results of teaching and thereby diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

Sociology

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is, "What is society?"

In general, consideration should be given to the origin of society, its development, structure and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present-day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may co-operate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

Principles of Education

An integrating course which should aim to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: The definition of education, the aims of education, the development of various conceptions of educational values, and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.)

Health Education

A physical examination should be required as the first step in health education. Remediable defects and abnormalties should be corrected before graduation.

Teachers should be required to practice reasonable health habits during training.

The purpose of this course is to prepare teachers to take an intelligent and active part in health education programs.

Course of Study. Theoretical work and practical work in the gymnasium.

First year

Semester I —

General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, games, hiking and other out-door activities, natural gymnastics, and physical proficiency tests.

FOLK DANCING

A SKIING PARTY

Semester 2 —

School hygiene; cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Folk dancing, field events, games, proficiency tests.

Second year

Semester 3 —

Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene.

Natural gymnastics, playground organization, heavy apparatus, light apparatus including Indian clubs, wands and dumb-bells.

Semester 4 —

Administration of health education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene.

Playground administration, normal diagnoses, corrective gymnatics, practice teaching. Text and note-book required.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education, five hours a week of recreation outside of school hours is suggested, two of which shall be supervised sports.

English

Essentials of English I and II

This course should include the following types of work to be divided between the first and second semesters as seems best:

a Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax and common errors.

b Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and diacritical markings to secure accurate pronunciation. Definite standards of spoken English required and correlation with school dramatics encouraged.

c Thorough study and practice of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades 1 to 6, including story-telling, reproduction, dramatization, picture-study, speech correction, language games, etc., are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.

English Literature

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

Primary Reading

Aims of course to acquaint students with problems that confront the teacher in the beginnings of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of right habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests.

Reading and Juvenile Literature

A brief survey of the topics covered in primary reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for intermediate grades as suggested in the State Syllabus for Elementary Schools. Principles underlying methods of treatment considered.

Children's Literature

The collection and study of literature in verse and prose suited to the interests and needs of primary children. Various types of stories studied and practice in the art of story-telling encouraged. Best translations and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. Selections mentioned in the State Syllabus for Elementary Schools should be stressed.

Junior High School English

A study of the field of literature recommended for early adolescence with special reference to the State elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

History

Modern European History

Medieval types of life: castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the study of modern European history; an analysis of Europe at the end of the French Revolution; the reaction of England and the continental nations to the extreme individualism of the revolution; the effect of the Napoleonic era; the

readjustment by the Congress of Vienna; the final modification of the revolutionary principles in the expanding nationalism of Europe; the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

American History

The European background of American history, including the settlement of the colonies and colonial development is briefly reviewed; geographical factors which have influenced American history with special reference to the differences between the North and the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of American institutions with an intensive study of the topics stressed in the Syllabus for Secondary Schools; consideration of our present-day problems from a historical point of view, such as the United States as a world power, immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics, observance of holidays, American biographies, the use of materials such as maps, slides, outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons, the nature of history assignment reviews, the adaptation of work to various grades and the correlation of English and geography with history.

Arithmetic

Intensive study of the essentials in the subject matter of arithmetic as outlined in the state syllabus, with topics selected from the standpoint of individual and community needs; development of number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions: denominate numbers; percentage; type problems chosen from the practical arts and actual business practice; emphasis upon the analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

Elective Course

The applications of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; the fundamentals of algebra and simple problems in geometry.

Nature Study

Nature Study

Nature study includes such forms of elementary science in the grades not covered by geography as children can assimilate, and correlates with geography and re-enforces it at every step. Methods classes are shown that the purpose of nature study is to bring the

pupil into a broad sympathy with the natural world, and to cultivate humaneness. The material for study is drawn from the sources at hand, and is presented from the point of view of field and laboratory. Field trips, therefore, constitute a part of the work. Classes are shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, learn to depend on their own resources for securing the material to be used in instruction. Considerable attention is given to the collection and suitable display of specimens to be studied. The course leads students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

Drawing

Drawing I

This course is required of all students.

This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on work given in the public school course of study and includes instruction in representation, design, lettering, composition and color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction of handwork should be based directly on this subject matter either to clarify it, or to illustrate some well defined industrial process.

The following suggestions are made for the course:

Representation: Story illustration by drawing, paper cutting and tearing. Nature and object drawing. *Design:* Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, and wood; weaving, sewing. Lettering, cut and drawn alphabets, labels and notices. Poster design. *Color:* The spectrum colors, hue, value, chroma, color schemes from nature, collections and color harmonies. *Construction:* Typical problems should be given, based on the study of the industries, and illustrating some process by which natural materials are transformed into commodities for the use of man. Since only a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.

Drawing II

Such differentiation should be made in this course for the kindergarten-primary, intermediate and grammar groups as the course of study requires. The work should consist largely of intensified study

DRAWING AND HAND WORK

of the work of the grades chosen. Greater excellence of idea and technic should be expected in all projects.

Representation: Composition of nature forms in given spaces; circular, parallel and angular perspective; grouping of objects; pencil and water color technic; elementary figure drawing. *Design:* More advanced study of the principles of composition, problems involving space division, use of nature material for design units, designs for special days and festivals, lettering and commercial design, use of lettering pens, development of monograms. *Color:* Color harmonies, complementary, analogous and monochromatic, color analysis, discussion of color theories, design and color in relation to dress and house furnishings; methods of teaching art appreciation through such problems.

Construction: The study of the industries most important to man should be continued, illustrated by projects in drawing and construction. The following topics are suggested for subject-matter: (1) the value of the industry to man; how we are affected by it; (2) the evolution of the industry, its story, its heroes of invention; (3) characteristics of the product, what constitutes excellence; (4) materials employed, source of supply; (5) processes involved; (6) tools used; (7) healthfulness; (8) hours and wages, the training of the workers; (9) references to the industry found in literature; (10) the part played by drawing and design; (11) the industry as depicted in art. The industries producing food, shelter, clothing, art products and records, utensils, tools and machines, light, heat and power are suggested for study.

Drawing III

Elective course in advanced drawing. Requirements: first and second year drawing or their equivalent.

This course is devoted largely to advanced drawing, which will give students the ability and confidence which will enable them to draw easily before their classes.

Representation: Nature and object drawing in pastels, charcoal and water color, figure sketching for use in illustration and posters. *Design:* Design and color in relation to costume design and interior decoration; the student is allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excellence. The students should also contribute largely to the school needs in the way of posters, charts, designs for festivals and pageants, and covers for school publications.

Drawing IV

Suggested elective course in art appreciation 20 periods or 40 hours.

History of art and architecture: elements of beauty, line, dark and light color; relation between architecture, sculpture and painting; development of modern architecture; brief history of painting and sculpture.

Picture study: choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts: textiles, pottery, metal work, woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited when possible, and traveling exhibitions may be secured for the school.

Crafts Work

The course in Crafts Work includes instruction and practice in reed-work, the eight fundamental weaves; the coloring, knotting and weaving of raffia; bead-work; the use of crepe paper for artistic purposes; weaving, etc. Some of the articles made are reed or raffia baskets, trays, lamps, bead fobs, chains and bags; crepe paper flowers, dolls of different nations, etc. The work is arranged for use in the different grades.

Geography

General Geography

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or phystography and a far greater number in the fields of economic and political geography with their relations to each other duly established. For example, such geographic influences under physiography as position, form, size, relief, climate and drainage may be taught, provided they are made to bear upon man and his life and work. Not the mere physical facts but their human bearing must concern us. A series of examples or "problems" may best develop the significance of such influences. Such a broad course can not ignore the fact that native or racial genius, religious belief, national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples. International relations, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

Geography Methods

A study of teaching practice (or method) in the presentation of this subject in the grades. This includes enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present — journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each are presented. A study of the material available to the teacher is made — text books, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips is included and there is an intensive consideration of New York State geography as recommended in the state syllabus.

All students are examined upon entrance, and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies, are assigned to a special class for intensive instruction. A daily period of such instruction is given for a term of twenty weeks. The work of this class consists of ear and voice training, song singing and the fundamentals of music reading.

First year

The work of the two semesters includes the following:

Music Reading

Ability to read at sight material found in such books as the Congdon Printers; Hollis Dann course, second, third and fourth books; Progressive, books 1 and 2; Harmonic Course, Primer and Book 1; New Educational Series, Primary Melodies and book 1.

Ear Training

Recognition of major and minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the dominant subdominant, relative and tonic minor keys, familiar songs, period, phrase, two and three part forms, authentic, plagal cadence and semicadence. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

Notation and Terminology

Notes, rests, measure and measure signatures, staff, clefs, major scales, dynamic signs, signs of expression as found in readers used, terms expressing power, tempo, style; use of accidentals, writing of all forms of minor scale, syncopation, complet, triplet, etc.

Songs

Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for primary grades, study of two-part songs especially adapted to the needs of fifth and sixth grades.

Second year — Semester 3

Methods

1 Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. These lessons include songs taught by imitation, lessons in music reading with ear training, lessons in musical notations. The textbooks used in giving these lessons are in the hands of the pupils for every-day practice.

2 Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies familarize students with their practical import.

3 The class is furnished with graded lists of songs and song books

suited to the various types of work done in the schools. Pitch pipes, staff markers and other material are recommended.

4 Observation and practice teaching.

Music Appreciation

This course includes a brief study of the lives and works of the Masters; conventional forms of composition; demonstration with piano, with vocal music and with records; study of standard operas and symphonies; attendance when possible upon concerts and recitals.

Observation and Participation

A student-teacher is assigned to responsible practice teaching only after having had opportunity to observe and study good teaching.

Observation is closely articulated with the subject-matter and methods courses, and is made the link between theory and practice. In connection with observation there is ample discussion and the student-teachers are required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teachers are called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans are required for every exercise. These plans are carefully revised by the supervisor and constructive criticism made. In practice teaching the student-teacher is thrown on his own resources as much as possible. At stated times the supervisor meets the student teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of schoolroom procedure, based on the actual teaching by the student-teacher.

Penmanship

The prospective elementary teacher is trained to acquire two outstanding qualifications: first, the ability to write a good hand herself, one that combines legibility, ease and speed; second, a knowledge of how to teach penmanship to children. Poor writing in school is due largely to an inefficient method of procedure.

The teacher is trained to recognize ideals and limitations, especially for the grade or grades in which she is to work. She should know what can be reasonably expected. Along with the knowledge of how much to expect goes the ability to judge good work and to bring about improvement through constructive criticism.

Special attention is given to the habit of correct posture. The teacher is trained to realize that the best results in penmanship can not be attained unless the principles taught are applied in every written exercise. Nothing but the best written work of which the pupil is capable shall be accepted in the ordinary routine of school work.

Library Methods

Outlines of Lessons

Use of the library

Arrangement of books in our library. Location of special collections, library tools, children's books, etc. Regulations — charging books, fines, library etiquette, etc. Use of the card catalog.

The book

Study of printed parts. Title page, preface, table of contents, illustrations and maps, text, appendix, bibliographies, index. (Emphasis on the use of table of contents and the index.)

Reference books (general)

Dictionary. What it contains. How to use it as a reference book. Arrangement. Abbreviations, etc.

Encyclopedias. When and how to use them. Comparison of most important ones.

Yearbooks. Handbooks.

Reference books (special subjects)

Statistics and social questions; useful arts; fine arts; literature; debates; geography; atlas; biography; history.

Picture collection and clippings file. Sources of material. How to arrange and mount.

Magazines. Study of types of magazines. How to use the Readers Guide, and Pool's Index.

School library aids from United States Government; which are important; which may be obtained free; aids from State Education Department; aids from the public library.

Book selection for schools and teachers.

Principles.

Lists.

Teaching the use of the library in the eight grades.

Kindergarten Courses

Kindergarten Theory —Third Semester

Play Materials

A brief history of play based upon Spencer, Gross, Froebel, Dewey, Hall, Caldwell and Cooke. Study of the play and work materials of the period, and the play and constructive interests. Comparative study of Froebel's gifts, Hill blocks, Montessori didactic apparatus, and the Macmillan nursery materials.

Method

Talks by teacher, discussions, projects worked in classroom and kindergarten. Required reading.

Games and Rhythms

The deve'opment of a broader knowledge and appreciation of the value of play in education, a study of its development from infancy to the eighth year based upon instincts, interests and physical development. A study of games and rhythms suited to the age and interests of children, with practical application on the floor.

FREE ACTIVITY PERIOD

Four kindergartens are maintained for model and practice teaching.

Music Course

The kindergarten music course states the aims of kindergarten music to be the developing of a love for music by supplying the correct musical expression through approved method. The training of the ear of the rhythmic sense and of the pitch sense, the discovery of the singing voice and its correct use, the learning of songs graded as to ability and experience of the child.

In the methods class the use of the music appreciation period and a proper introduction to the new singing expression is stressed. Methods of developing a rhythmic sensitiveness to regularity of beat. Accent and phrasing in logical order by employing a variety of rhythms are taught the student. Devices used in eliminating monotones are worked out. A judicious use of the piano in accompaniments is discussed. The child voice, transposing, judging and teaching a rote song are taken up for study. Lists of material for rhythms, songs and appreciation lessons are supplied. The organization of toy bands is considered.

Kindergarten Theory — Fourth Semester

Kindergarten Procedure

A short history of the rise, developing and spread of the kindergarten in Europe and the United States, the hygiene, sanitation and equipment of the kindergarten. The relation of the teacher and the home. Business management.

Method

Talks by teacher, discussions. Required reading.

Games, Rhythms and Folk Dances

The classification, adaptation, practice and construction of games, rhythms and dances, followed by practical work with the children on the floor.

Hand Work — Third and Sixth Semesters

The development of an appreciation and understanding of industrial arts as a mode of expression, a study of child life to determine basis for selection and use of materials and method. Experimental work with materials, such as clay, paper, cardboard, weaving and sewing materials, water colors, paints, wood, tools, waste materials, etc., to give students increased mastery in skill and technique. Practice teaching in the classroom to establish standards for judging the work of children.

History of Children's Literature

A short survey of books written for children from the sixteenth and seventeenth centuries to those printed in the twentieth century. Selection of books for children, the formation of literary standards, story-telling, the gaining of skill in telling, in selecting and adapting stores for children.

Method

Talks by teacher, discussions. Required reading. Examination of books, book notes, story-telling in class, in kindergarten. Required reading and bibliographies.

Special Class Method

This course includes consideration of the following topics. The place of mental defectives in the community and in the school. The aim of special teaching. The meaning of good discipline. Why these children are more difficult to control than normal children. Importance of good habits with these children. Why they misbehave. When a defective child is good. Punishment. The handling of difficult cases. Preparatory class in the schools. Sense training. The teaching of reading, oral and written work, number work, physical training, geography, history, and vocational work.

Special Music Course

Sight Singing and Ear Training

The purposes of this course are, (1) to give the student-teacher skill in reading, (2) to apply the instruction in music methods and (3) to familiarize students with the various music books now in general use in the public schools.

Notation

Notation includes the writing of the major, minor and chromatic scales, use of accidentals, writing various forms of rhythm including all notes and rests and the use of signs most commonly found in music.

Melody Writing

Melody writing is studied to enable the teacher to illustrate any point of a music lesson, as a teacher of languages must do in a language lesson; in other words to acquaint the teacher with the natural laws governing tone progression, so that she may write musical phrases and periods as readily as she writes English sentences.

Music History

Music history receives sufficient attention to make the teacher familiar with the works of such standard and classic composers as will enable her to select wisely the music to be rendered in her school, and to arrange programs for classes in Music Appreciation. The Victrola and piano player are used to show how instruction can be carried on in schools with small musical equipment. Free organ recitals, orchestra rehearsals and concerts aid in bringing about the desired results.

Child Songs

The study of songs suitable for the various grades, the selection of songs for special days, and practice in singing these songs, with

AT A SPECIAL MUSIC COURSE CONCERT

DOMESTIC SCIENCE

a study of voice conditions from the Kindergarten to the High School, give a practical training needed by every teacher of music.

Methods of Teaching

While some attention is given in each department of work to the methods of and procedure involved, special instruction in the best methods of teaching music in the school, forms an important part of the course of study. The methods considered are not those of any one school, but are based upon those educational principles which experience has shown to be fundamental in all teaching.

Observation and Practice Teaching

Observation of Model Teaching, and practice in teaching in various grades the Normal Training School, round out the course in a practical way, which only experience with actual conditions makes possible.

In addition to subjects regularly required in the Special Music Course, there are unusual opportunities for students to secure additional training. Private instruction which may be had from skillful teachers in the voice, piano, organ, violin or nearly any orchestral instrument, at moderate prices.

Orchestra

Anyone having sufficient skill in playing any instrument found in a symphony orchestra has the opportunity to play in a large school orchestra under skillful leadership. For all students of less skill there is a second orchestra.

Private Lessons; Voice, Violin, Organ, Piano

Students may take private lessons in the voice, violin, organ, or piano under experienced and skilled instructors at moderate rates. These private lessons, however, are not required.

Special Drawing

The Special Drawing Course includes the subjects named on page 23. The work covered in Drawing Methods I and II is outlined on page 31.

Aside from Drawing Methods the principal types of work covered in the course are the following: Aids and devices for teaching free hand drawing (or representation), design and mechanical drawing. Principles of design illustrated by applied work, such as applique, embroidery, crochet, stencil, block print, gasso, batix; lettering for posters, headings for school papers, booklets, etc. A thorough drill in principles of perspective, accented line, light and shade color, etc., and use of different mediums such as pencil, crayons, water color, etc.

The crafts work includes instruction and practice in reed-work, the eight fundamental weaves, coloring, knotting and weaving of raffia, bead work, the use of crepe paper for artistic purposes, weaving, etc. Some of the articles made are reed or raffia baskets, trays, lamps, bead fobs, chains and bags, crepe paper flowers, dolls of different nations, etc. The work is arranged for use in the different grades.

The advanced design takes up interior decoration and costume design which are preceded by the study of the history of period-furniture. There is also included in the work of the Senior year the history of art, sculpture, and architecture accompanied by daily application in drawing of the principles learned, and by the preparation of illustrative collections of pictures, etc., for future use in teaching.

MODELED AND FIRED BY DRAWING STUDENTS

SCENERY PAINTED BY DRAWING STUDENTS

Potsdam Normal School

prepares for the following fields of teaching:

KINDERGARTEN - PRIMARY
INTERMEDIATE
JUNIOR HIGH SCHOOL
SPECIAL MUSIC
SPECIAL DRAWING

Special preparation in any fundamental subject or music, drawing, shop-work, printing, physical training, hand-work or special-class teaching in connection with a regular course